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ABSTRACT

This book is designed as a guide to coaches of girls' teams in basketball and volleyball. It offers suggestions on preparing teams, conditioning athletes, game strategies, and means for developing skills in the sports. A bibliography on each sport is included. (JD)

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JULY 1977 — JULY 1979

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Basketball Volleyball

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NATIONAL ASSOCIATION FOR GIRLS AND WOMEN IN SPORT

The National Association for Girls and Women in Sport is a nonprofit, educational organization designed to serve the needs of participants, teachers, coaches, leaders and administrators in sports programs for girls and women. It is one of seven associations of the American Alliance for Health, Physical Education, and Recreation.

PURPOSE

The purpose of the National Association for Girls and Women in Sport is to foster the development of sports programs for the enrichment of the life of the participant.

BELIEFS

The National Association for Girls and Women in Sport believes that:

Sports are an integral part of the culture in which we live.

Sports programs are a part of the total educational experience of the participant when conducted in educational institutions.

Opportunities for instruction and participation in sports appropriate to her skill level should be included in the experience of every girl.

Sports skills and sports participation are valuable social and recreational tools which may be used to enrich the lives of women in our society.

Competition and cooperation may be demonstrated in all sports programs, although the type and intensity of the competition and cooperation will vary with the degree or level of skill of the participants.

An understanding of the relationship between competition and cooperation and the utilization of both within the accepted framework of our society is one of the desirable outcomes of sports participation.

Physical activity is important in the maintenance of the general health of the participant.

Participation in sports contributes to the development of self-confidence and to the establishment of desirable interpersonal relationships.

FUNCTIONS

The National Association for Girls and Women in Sport promotes desirable sports programs through:

1. Formulating and publicizing guiding principles and standards for the administrator, leader, official, and player.
2. Publishing and interpreting rules governing sports for girls and women.
3. Providing the means for training, evaluating, and rating officials.
4. Disseminating information on the conduct of girls' and women's sports.
5. Stimulating, evaluating, and disseminating research in the field of girls' and women's sports.
6. Cooperating with allied groups interested in girls' and women's sports in order to formulate policies and rules that affect the conduct of women's sports.
7. Providing opportunities for the development of leadership among girls and women for the conduct of their sports programs.

STANDARDS IN SPORTS FOR GIRLS AND WOMEN

Standards in sports activities for girls and women should be based upon the following:

1. Sports activities for girls and women should be taught, coached, and officiated by qualified women whenever and wherever possible.
2. Programs should provide every girl with a wide variety of activities.
3. The results of competition should be judged in terms of *benefits to the participants* rather than by the winning of championships or the athletic or commerical advantage to schools or organizations.

Health and Safety Standards for Players

Careful supervision of the health of all players must be provided by —

1. An examination by a qualified physician
2. Written permision by a qualified physician after serious illness or injury
3. Removal of players when they are injured or overfatigued or show signs of emotional instability
4. A healthful, safe, sanitary environment for sports activity.
5. Limitation of competition to a geographical area which will permit players to return at reasonable hours; provision of safe transportation.

General Policies

1. Select the members of all teams so that they play against those of approximately the same ability and maturity.
2. Arrange the schedule of games and practices so as not to place demands on the team or player which would jeopardize the educational objectives of the comprehensive sports program.
3. Discourage any girl from practicing with, or playing with, a team for more than one group while competing in that sport during the same sport season.
4. Promote social events in connection with all forms of competition.

SOURCES OF INFORMATION AND SERVICE

All requests for information about services should be addressed to: Executive Secretary, National Association for Girls and Women in Sport (NAGWS), AAHPER, 1201 - 16th Street, N.W., Washington, D.C. 20036.

Basketball

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BASKETBALL: BEHIND THE SCENE

ALEEN M. SWOFFORD AND JUNE B. DAVIS

Aleen Swofford and June Davis are currently serving as women's athletic director and assistant athletic director/sports information director respectively at the University of Nebraska. Both have backgrounds including playing, coaching and administrative experiences in athletic programs at the university level. Each has served in AIAW at state and regional levels.

The whistle blows, the basketball is up, tipped, and the game is underway. To the average spectator a basketball game is very simple. At 7:30 pm the game begins; around 8:15 it is half time; and at 9:30 the home team has either won or lost. For those persons involved in the preparation of those two brief hours, the game is the successful product of many hours of work behind the scene. Each administrative phase of game preparation will be discussed.

The Role of the Athletic Director

The first consideration of the athletic director in scheduling basketball contests is the budget. The number of home and away contests to be played will be determined by the amount of money available. Conference and regional commitments must also be considered among the fixed variables. Additional factors also must be considered. Is the facility available? What other events are taking place at the same time that might influence crowd attendance? Are the teams compatible in skills? Will officials, ticket takers, security officers, concessionaires, program sellers, set-up and clean-up personnel be available? When these questions have all been answered affirmatively, it is time to proceed with game arrangements.

Once a date, time, site and team have been determined, contracts for teams and officials must be issued. Team contracts vary in style and form, but all contain the following essential items:

1. Names and addresses of the teams playing
2. Location of the contest
3. Time of the contest
4. Date of the contest
5. Uniform colors
6. Financial arrangements for officials
7. Equipment furnished
8. Financial considerations
9. Signatures of athletic directors
10. Signatures of coaches
11. Addresses and telephone numbers of coaches

Officials' contracts are also vital to the smooth running of an event. The format for these documents should include the following:

1. Name of the school offering the contract
2. Official's name
3. Type of contest to be officiated
4. Date, time and place of the event
5. Teams participating
6. Rate of payment
7. Financial arrangements in case of cancellation

8. Signature of authorized school representative
9. Signature of official
10. Return address

Once the team and officials have been secured, many other pre-game arrangements demand attention. A double check with the facility coordinator to ensure that the building has been reserved with enough lead-time to set up seating and electrical equipment will prevent an on-the-scene conflict with another group. Electrical, plumbing and maintenance personnel should be advised as to the specific requirements for the event. Remembering small things in advance, such as replacement of light bulbs, will prevent major problems on the day of the game.

Technical tradesmen, security officers, concessionaires, ticket takers, scorers, timers and other involved persons must be accurately informed about anything which might directly affect their roles in the contest. Provision may have to be made for band seating, cheerleading equipment, and special effects for half-time entertainment. If any one of these areas is neglected, public relations could be affected negatively.

If proper procedure has been followed up to this point, such duties as the assignment of locker rooms, parking of cars, purchasing tickets, securing space for officials to dress, and seating of spectators should all go smoothly. At game, time the athletic director can relax, feeling the security that accompanies careful planning.

At conclusion of the first half, it is important that a room for the officials be provided. During half-time activities, care must be exercised so that nothing will be used which might interfere with the game. For example, if a gymnastics exhibition is scheduled, such materials as resin must be kept well away from the playing surface, where they might cause an injury to a player. If mats or other equipment are used, the time required to remove these items from the floor must be accurately calculated to avoid interfering with warmup before the second half.

As the game draws to a close, postgame plans begin to take effect. Security officers must move into place to ensure a safe exit for teams and officials. Adequate supervision for the gymnasium and parking lot is mandatory. Remember that one side will have just lost the game and tempers could flare. When the visiting team has showered and dressed, provide it with direct access to transportation. Players don't like walking to a bus with wet hair and bulky equipment.

Once the facility has been cleared of spectators, clean-up personnel can begin work. Clothing and valuables found during the clean-up process should be turned in to a central office immediately. Financial balancing should take place immediately after the game for tickets and concessions. If all transactions are completed promptly, details will be fresh and discrepancies can be resolved while all parties are present. Finally, all cash should be locked in a safe place for the night and deposited the next morning.

Role of the Sports Information Director

Since many women's athletic programs in this country are beginning to charge admission, it is important that every contest have adequate publicity and that accurate results be distributed to the media. These are the duties of the sports information director for each home basketball game. The financial success of the contest depends largely upon the promotion and publicity surrounding it. Duties of the sports information director are listed below:

I. Pre-game preparation
   A. Schedule cards
   B. Programs and/or scorecards

C. Information sheets
D. Mailers
E. Releases
F. Personnel assignments

II. During the game
A. Distribution of information
B. Half-time duties
C. Game statistics
D. Interviews

III. After the game
A. Collecting, recording and duplicating final game statistics
B. Media call-in list
C. Final release to media and other universities

I. Pre-Game Preparation

Schedule Cards. As soon as the basketball season schedule has been completed, schedule cards should be printed and distributed to the public and media. This information should be accurate and reliable as to date, time, place and opponent. A wide distribution will result in increased exposure which should boost attendance at games.

Programs and Scorecards. Since most women's athletic departments are working with limited budgets, it is frequently impossible to finance printed programs for all home basketball games. Yet, it is important to provide spectators with pertinent information. If advertising can be procured, a good program or scorecard can be provided without cost to the athletic department. This kind of program must be planned well in advance so that information can be acquired from visiting schools and enough advertising secured to cover the predicted cost. All copy should be ready for the printer one to two weeks in advance.

If a printed multi-page program is not financially feasible, a basketball scorecard is a good substitute. The cost and construction time is minimal, but spectators are provided with names and numbers of players and can keep a running score of the game. One large advertisement placed on the reverse side will usually finance a scorecard and it can be printed well in advance of the games. Rosters can be added the same week the game is played.

Basketball Information Sheets. The information sheet is the tool of the sports information director's trade. An information form should be sent to every school on the schedule. The data accumulated using these forms will be distributed to the media, public and coaches, so the form must ask direct and concise questions covering:

1. Name of institution
2. School colors
3. Team name
4. Name of coaches, assistants, trainer, manager
5. Previous season's record
6. Current season record
7. Sports information director's name, address, telephone number
8. Team roster including names, numbers, heights, positions, class years and hometowns for all players
9. Statement from the coach indicating his/her expectations for the season
10. Information about outstanding players

11. Media phone-in list
12. Cumulative team statistics, if available

When this questionnaire is mailed, an information sheet providing the same facts about the home team should be included.

Mailers. Schedule cards and an invitation to high school basketball coaches and their teams to attend home contests should be sent out to all the state high schools. This procedure helps to expose and promote the team and gives high school athletes and coaches information about the university basketball schedule. It also enhances the possibility that more individuals who would not normally attend a game will plan to do so.

Releases. A written release informing the media of the upcoming game should be sent out one week in advance and should include the following information.

1. Site, date and time of game
2. Visiting and home team records
3. Relevant statistics
4. Information on outstanding players
5. Quotes from coaches
6. Impact of this game in terms of conference record or tournament qualification
7. Assessment of the difference in ability between the two teams
8. Injured players and their probable effect on the outcome of the game
9. Ticket information

If press passes are being provided, they should be enclosed with the release.

Personnel Assignments. An announcer, a typist, and a group of statisticians will be needed during the game and their services should be scheduled for all home games. Using the same individuals for every game reduces training time and usually contributes to accuracy.

The announcer will operate the public address system. His/her duties include a welcoming statement to the spectators, introduction of coaches and players and a brief play-by-play account during the game. The statisticians' job is to keep boxscores and statistics throughout the contest. The typist keeps a running play-by-play account of game action.

II. During the Game

Prior to the beginning of the contest, pre-game information sheets should be handed out to all media representatives and visiting team officials. These sheets should include starting lineups and names of officials. The announcer will utilize the information sheets in introducing coaches and players.

At half-time, the first-half statistics and play-by-play sheets must be totalled, duplicated and distributed to the media and to both teams. These sheets also assist the announcer and broadcasting stations in informing the public of vital first-half statistics. In addition, both coaches will have information about strengths and weaknesses during the first half.

At the end of the game, full-game statistics are totalled, duplicated and distributed to the necessary individuals.

III. After the Game

Once the completed boxscores and the running play-by-play account have been printed, all media outlets are contacted and given the results of the contest. Newspapers are given full boxscores while radio and television stations use only final scores and individual high scoring and rebounding statistics. Upon request, the

media outlets for the visiting institution should also be contacted, provided the sports information director from that school does not wish to make those contacts personally. Quotes from players and coaches about team performance may also be of interest to the media.

Immediately after the game or during the following day, a final story should be prepared and sent out to colleges and universities competing in the same region or conference. In addition, other radio, television and newspaper sources should be provided with a resume of the game.

The administrative functions of the athletic director and sports information director are as essential to the success of a basketball contest as is the preparation of the performing teams. Planning and organization ensure positive relationships with the community and with visiting institutions. The athletic department is frequently judged by first impression so each contest must be attended to as if it, alone, were to determine the future of the program. This kind of careful attention will establish for every athletic department the kind of reputation it needs to become a desirable location for basketball competition.

POINTERS ON PRESSURE DEFENSE

CATHY RUSH

Cathy Rush is head basketball coach at Immaculata College, Immaculata, Pennsylvania. Her teams have won three national championships and finished second in the nation twice. She served on the U.S. Olympic Women's Basketball Committee and coached the U.S. Pan Am team to a gold medal win in 1975. She was named coach of the year by WomenSport *in 1975 and by AMF in 1973 and 1974.*

For the past several years, Immaculata College has been known for its pressing style of defense and its fast break offense. We have used a variety of presses, both man-to-man and zone and we have used our bench extensively. The objective of our presses is to speed up the game, to make the other team run its patterns faster, to force it into turn-overs and to cause it to make mental errors with the ball.

We impress on players that it is important not to try to steal the ball, but to play the offensive player tightly. The player may allow the offensive player to get a little in front of the defense, thinking she can dribble by it. A trap is then set for her about a foot from the center line.

Guarding a player without the ball is a difficult job. The defense must stay between her and the ball, trying to prevent a pass back toward the middle of the court. We allow the offensive player to receive a pass behind the ball.

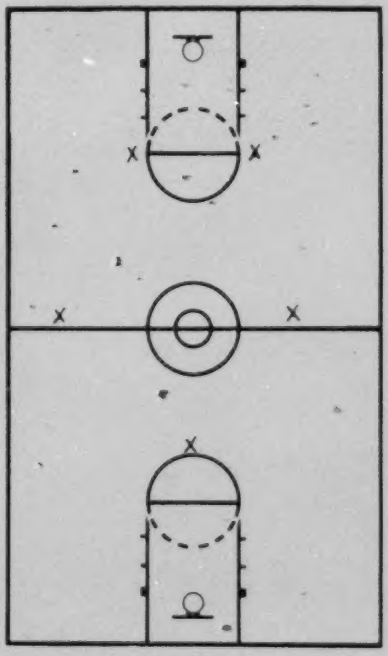

Figure 1. The basic information for the press.

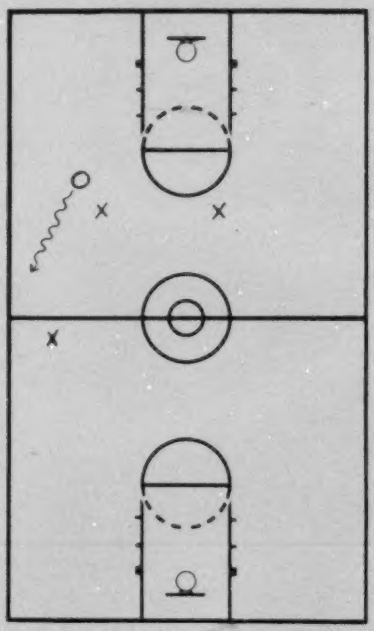

Figure 2. The player with the ball is allowed to dribble a little ahead of the defensive player and a trap is formed at half-court.

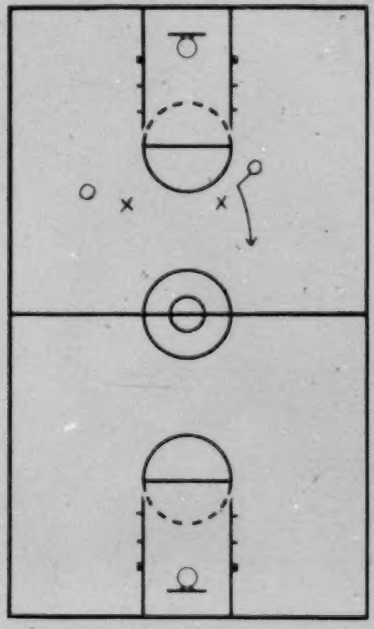

Figure 3. The weakside defensive player plays between the offensive cutter and the ball.

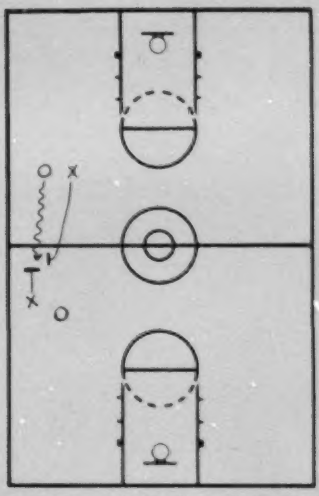

Figure 4. The trap is set at half-court. The defender should have a good, wide base and should avoid reaching for the ball. The player should try to force a bad pass.

The two players at half-court have a difficult job and are the key to the whole press. If the other team sends players all the way down the court, the defenders do not go with them but they must watch for the long pass. The players at half-court stay in their half as long as the ball is in the other half. As the ball moves toward the center line, the defensive player on that side moves toward it. The off-side player roams around and tries to guess where the ball will be thrown. Usually, staying between the ball and the free throw circle extended, will put the player in a good position. The player will also have to drop back to the basket if there is a long pass to either one of the corners. This player will have to do a lot of anticipating and gambling, but the press will not be effective unless the player works hard.

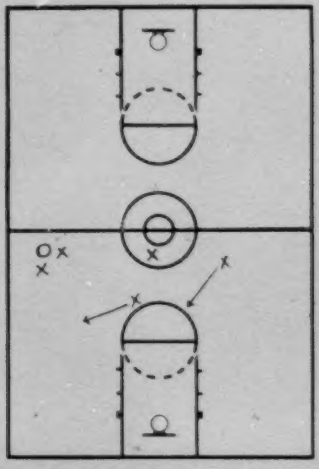

Figure 5. The position of defensive players when the ball is trapped at half court.

The back player in the press has an important job. If there is a chance to pick off a long pass, this player should go and get it. If the offense sends a player deep, this player should cheat to one side and try to force the play to the other. If they send one player back to the top of the circle, the back player fronts this player and blocks sight of the ball. We want the long pass. If there is a long pass to the corner, the back player goes out and plays the offensive player loosely, being sure to cut off the baseline. When the other forward comes down, there will be a double team.

These are the basic elements of the defense, but let's look at some different situations.

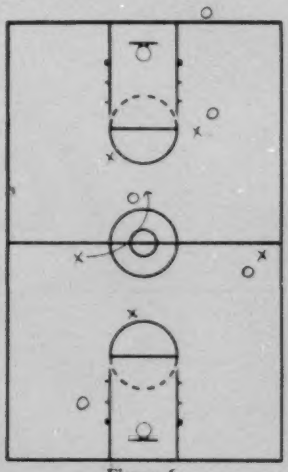

Figure 6.

If the offense lines up in the formation illustrated in Figure 6, we adjust only the players at half-court. When they bring a player to the middle, this player is the weakside player's responsibility and should be fronted until picked up by a guard.

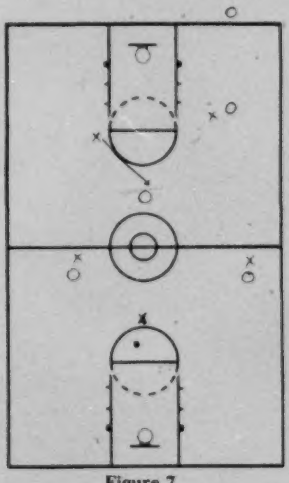

Figure 7.

If the offensive team lines up as illustrated in Figure 7, the off-side guard and forward should front the two players who are in the middle until the guard can handle the situation.

Each player in this type press is responsible for certain areas of the court. These are big areas and demand a lot from each player. The press will work only when all five players do their jobs.

Finally, let me stress one or two other important points. If players are beaten on the press at any time, as they sometimes will be, they should go directly to the basket where the action will be, not to the ball. Also, this press will not always produce a steal or a turnover, but will speed up the tempo of the game and bring it closer to your style of play.

BASKETBALL STATISTICS

DAVID ISAACS

David Isaacs is a teacher at Jeffersonville High School in Indiana. He earned B.A. and M.A.T. degrees from the University of Louisville, Louisville, Kentucky. He is the author and editor of the NCAA Statistician's Manual *and has been a member of the statistics crew for the NCAA Basketball championships since 1969.*

This article has three purposes: (1) to explain the reasons for keeping statistics in basketball, (2) to describe the different kinds of statistics, and (3) to offer suggestions about how to establish a basketball statistics crew.

Purpose of Statistics

The purpose of basketball statistics is to compare individuals and teams. These comparisons might be used by a coach to select players for a game or to find a team's weaknesses. They might be used by a member of the press to compare players on different teams or to compare teams from different leagues. They might also be used by a fan to convince another fan that a particular player or team is better than another one from 25 years ago. At the professional level, statistics might be used by a player asking for a salary increase.

If you are going to set up a system for keeping basketball statistics, you should first determine by whom and for what purposes the statistics will be used. Many colleges have a crew of statisticians who keep the official statistics, which are given to the coaches and to the press, while the unofficial statistics are kept by a person who sits on the bench near the coach. These will be used by the coach during the game before the official statistics are available and will possibly be used to supplement the official statistics.

If statistics are to be used to rank players or teams within a league, there is a need for consistency in the statistics to be kept by the member teams.

Specific Statistics

Shooting

We begin our look at specific statistics with the category of shooting. There are two kinds of shots during a game, field goals and free throws. The following set of statistics is kept for each: field goal attempts, field goals made, free throw attempts and free throws made. Shooting statistics reflect the shooting ability of a team or individual, so we like to keep them free from the influence of violations or fouls committed by players other than the shooter. If the shooter commits a violation or foul, the player's shot is not a valid one and this should be reflected in the player's shooting statistics. Thus, an attempt accompanied by a violation or foul by the shooter counts as an attempt, while one accompanied by a violation or foul by a teammate does not. Similarly, violations or fouls by the opponents nullify the attempt, unless the shooter is able to make the shot or is awarded a score because of a violation. What we have left almost entirely are shots that are not influenced by the illegal actions of other players and are as fair a picture of the shooter's accuracy as we can practically obtain.

It should be noted that tips following the original shot are also counted as attempts if the statistician believes that the player had sufficient control and was indeed trying to tip the ball into the basket. The tip is also considered to be a rebound, which we will discuss shortly. It is important for a coach to realize that when a team has a number of consecutive tips, each is recorded as an attempt and the team's shooting percentage is lowered, even though it may be dominating rebounding.

Rebounding

Rebounding is the next statistical category and, under the current definitions, there will always be some kind of rebound whenever an attempt does not produce a score. In most cases this will be an individual rebound credited to the player who first gains control of the ball after the missed shot. However, a player can be credited with a rebound for tipping the ball to a teammate or for tying up an opponent and gaining control of the ensuing jump ball.

If no player gains control after an attempted shot and the ball goes out-of-bounds, the team receiving the ball for the throw-in is credited with a team rebound. No individual gets the credit, only the team. Since some degree of skill is usually involved in the situation, team rebounds are considered along with individual rebounds in determining a team's overall rebounding ability.

In some cases, the ball becomes dead before it is controlled by a player or before it goes out-of-bounds. For example, if the ball is in the air on an attempt when a foul is committed, it stays alive until it is obvious that the shot will not be made, at which time it becomes dead instantaneously. Another common situation is the two-shot foul. If the shooter misses the first free throw, the shooter will still get the ball back for the second throw and the player's team is credited with the dead ball rebound. In both cases, no player or team skill is involved. The ball is given to the team after it is dead, strictly because of a rule. Thus, these rebounds are not used in judging a team's rebounding strength, and it is important that they be kept separate from other rebounds in reporting. In reality, these are merely bookkeeping devices to ensure that every missed shot is accounted for by some kind of rebound.

Fouls

Personal and technical fouls are recorded as statistics, but involve no judgment by the statistician since only the official's announced decision is recorded.

Turnovers

A category which does involve some judgment is that of turnovers. Before there was any formal definition, these were often called errors, but attempts to state a definition made it apparent that there were too many things that could be called errors which could not be fairly charged against a player. What was really important to record were those cases in which a team gave up the ball to its opponents without getting some kind of shot. In other words, they "turned the ball over." If one keeps this concept in mind it is usually easy to determine when a turnover occurs and to whom it should be charged. There are a few cases where it is not possible to blame a single player. If the statistician feels that more than one player is responsible or that the blame lies with someone not even in the game, the turnover can be charged to the team in the same way that a team rebound is charged.

Assist

The statistics mentioned above are the only ones that have been defined for use by members of the NCAA, but many schools keep a few others. The most commonly kept additional one is the assist. There is probably more debate about the assist and its definition than there is about any other statistic. Everyone seems to have a different concept. Here is a good middle-ground definition of an assist: an assist is credited to a player who makes, in the opinion of the statistician, the principle pass contributing directly to a field goal or an awarded score of two points. Only one assist can be credited on any field goal and it is credited only when the pass is primarily responsible for the score. Even if every statistician accepted this definition, there would still be variations in the numbers of assists given. Though there will be variations in all categories, there will be more variations in assists because so much judgment is involved. Therefore, one must view the category of assists with careful consideration for the tendencies of the statistician. Though we are striving for uniformity, there are still liberal and stingy statisticians when it comes to awarding assists.

Steals

Statistics on steals are often kept, though there is no generally accepted definition. Usually, steals are credited to a player who takes the ball away from an opponent, but the many ways in which a player can cause an opponent to give up the ball are not adequately defined.

Playing Times

Many schools keep a record of the playing time in a game for each member of the team. This statistic can help a coach to see how effective individuals are considering the amount of time they play. This is basically a matter of noting the times a player enters and leaves the game. Some schools record this time to the second, others round it off to the nearest half minute or to the nearest minute.

Blocked Shots, Goaltending

Finally, we have blocked shots and goaltending, which are rather self-explanatory categories. Blocked shots require some judgment of whether the defensive player really had a significant effect on the flight of the ball, but goaltending is kept by merely recording the calls made by the officials. No doubt there are other categories, but the ones mentioned above are those most universally kept.

Establishing a Statistics Crew

Once you decide what statistics you want to keep, you need to form a group. The number of people you will need depends on the number of statistical categories you want to have recorded. If you are interested only in shooting, rebounding and fouls, your official scorer can usually provide the statistics. If you want these statistics and one additional category, the scorer can probably still do the job. Asking a scorer to do any more is asking for trouble. The scorer's duty is to record the statistics vital to the actual conduct of the game, to supervise substitutions and to aid officials by providing key information during the game. A scorer loaded down with other duties will not be able to do the best possible job during the game.

You can probably get by with a second statistician to work with the scorer if you want to keep shooting statistics, rebounding, fouls, turnovers, steals and assists. These two will have to work well together because there are times when they will both

be recording information at the same time and might miss something. A third person can aid in keeping up with the action.

Selection of Members

There are two final suggestions which can help your statistics crew to be more effective. The first involves selection of members. It is important to choose persons who can avoid cheerleading. The statistician must maintain the same professional attitude as the game officials. Otherwise, statistics produced by that member will be of questionable value. The statistician must have a working knowledge of the rules of the game and fairly good mathematical ability. A statistician who wants to be fair to the players will refrain from trying to decide what might have happened and concentrate on recording what did happen.

For instance, in the discussion of rebounds, we mentioned that team rebounds were counted along with individual rebounds in ranking teams. One reason for this is the tendency on the part of some statisticians to bend their judgment to try to get as many rebounds for a team as possible. If team rebounds were not counted in the rankings, these individuals could accomplish their goal by deciding that a certain individual *would have* had the rebound if another player had not knocked the ball out of bounds first. It is true that when there is doubt about player control we will assume that it was there, but this is not intended to give a rebound to a player who had not yet touched the ball. Although the statistician can still distort the facts, there is less pressure to do so since the team rebound will count in the rankings anyway. Unfortunately, when a player is fouled just before the rebound is controlled, the choice is between an individual rebound and a dead ball rebound (which will not count in the rankings) so the statistician has an opportunity to distort.

We cannot police this kind of action after the fact. The best solution is to avoid having these people keep our statistics. We complain about officials who do not enforce rules impartially; let us also complain about statisticians who do not record what really happens.

Recording Forms

The second item of advice concerns forms for recording statistics. Many good forms are available commercially but you may want to design your own. A good working form can improve your accuracy and cut recording times dramatically. One of the best characteristics of the forms we use is their pre-typed numbers in each category. All that the statistician has to do during the game is to circle the next number in order to record something. At the end of the game most of the totals are ready to report.

A good reporting form will be arranged so that it can be filled in quickly and will allow another person to check what has already been filled in while the remainder of the form is being completed. This will allow a double check for accuracy and a check to make sure that all missed shots are accounted for by rebounds.

A Specific Statistics Crew

A specific example of the functions of a statistics crew is the one with which the author works at the NCAA Championship games. The crew has six members. One member types the play-by-play, which is a running description of who scores; what type of shot was made; the time of the shot; the score after the goal; the point difference between the two teams; fouls and free throws; timeouts; substitutions and other important data. On his left is a person keeping most of the statistics for the home

team. This includes field goal attempts, field goals made, free throw attempts, free throws made, rebounds (broken down by category and classified as offensive or defensive), and fouls. On the right is another statistician keeping the same information about the visiting team. Both assist the person typing the play-by-play by supplying him with information.

On the extreme left is a person keeping assists, turnovers and blocked shots for both teams. He also helps the person keeping the home team statistics during heavy flurries of shooting by calling the shooters and the rebounders while the other man records. To the right of the visiting team recorder is a person keeping track of minutes played and steals for both teams. He also helps the visiting team recorder. On the far right is the sixth member of the team, who keeps a shot chart showing the position on the floor from which each shot is taken, the number of the player taking the shot and whether or not the shot was good. This member must work with the other members of the crew who are keeping shooting statistics so that more than one opinion is considered on questionable shots.

You will notice that there will hardly ever be a case in which all six members have to record at the same time; thus, there is almost always at least one member watching the action. This is beneficial only when each member is aware of this fact and tries to help the others. You will also notice that the official scorer is not a member of the crew, so there is additional redundancy.

Summary

Keeping good basketball statistics is not an easy job. It requires hard work and allows the statistician little time really to watch the game. But, there is a great feeling of satisfaction in producing results that are fast, fair, accurate and useful to coaches, players, the press and the fans.

TEACHING AND COACHING BASKETBALL BY PRINCIPLES

SUSAN LAUBACH

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The teaching and coaching of basketball offense is usually approached in one of three ways: (1) teaching a multitude of plays, each of which is initiated by a key number, word or sign; (2) teaching a patterned continuity offense in which each player has prescribed roles, and options are consecutively unfolding; or (3) teaching free lance offense based on principles or rules which govern each player's actions.

Separate Plays

One advantage of teaching separate plays is that this experience may give each player insight into and an understanding of the building blocks of any offensive system. Another advantage is that each play can be repeatedly practiced. A definite disadvantage, however, is that once a play fails, the players must either set up again or play ad lib offense.

Continuity Offenses

Continuity offenses have several advantages including built-in timing for the team's movements, a routine which can replace inexperience with confidence and security, and the potential for pre-designing plans to combat the opponent's defense. Often though, players stick to the pattern even if another possibility for scoring exists. Spontaneity and surprise, the elements of the thinking player's game, are often stifled by continuity offense.

Free Lance Offense

Teaching free lance offense, basketball by principle, can be successful if instruction is done initially against individual defense in a two-on-two, three-on-three, four-on-four, and finally, in a five-on-five situation. Coaching a free lance offense can be particularly successful if one is working with an experienced team accustomed to playing as a unit. Such an offense is difficult to scout and tends to improve the team's own defense because each player must learn to be more aware of the moves of her own offensive players and also of defense and game situations.

The basic principles which govern free lance offense and the players' actions are:

1. All offensive players concentrate on and react to the ball handler. Some possible actions and reactions are listed below.

Action of the Ball Handler	*Reaction of Other Offensive Players*
a. Shoot	a. Box out and rebound
b. Go one-on-one	b. Clear, screen and rebound

Action of the Ball Handler	*Reaction of Other Offensive Players*
c. Pass and stand	c. Ball is passed back unless the new ball-handler initiates action
d. Pass and cut 1. To basket 2. To ball a. Inside for a screen or pick and roll b. Outside for a hand-off 3. Away from the ball to screen for a teammate 4. To high or low post and scissors off it	d. 1. Pass the ball back (Give and go) 2. a. Drive off the screen b. Screen and/or split the defense 3. Cut off the screen toward the ball or basket 4. Post hands off to cutter, passes to another cutter, shoots or goes one-on-one

2. At the end of a cut, each player should look to screen for a teammate.
3. A wing player or guard looks to rotate up to the top or toward the ball. She also must prevent the fast break.
4. Diversionary action and subsequent options are produced by two players away from the ball or by those not involved with the ball
   a. By cutting to set a screen for a teammate who then cuts for the ball
   b. By setting a screen or setting up in a post position for a roll off the screen or a scissors action
5. Offensive sets can be easily varied in a free lance offense (3-2, 2-1-2, 1-3-1, etc.) Illustrated below are a few options from a 3-2 set against man-to-man defense.

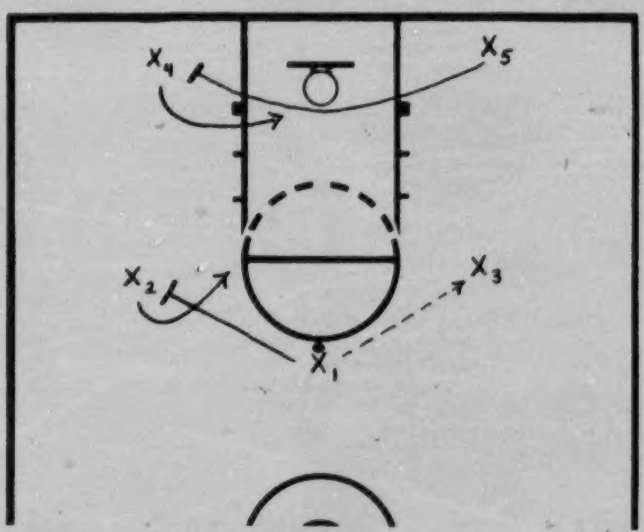

Figure 1. X_1 passes to X_3 and screens for X_2. X_2 rolls into the key and toward the ball. X_5 screens for X_4 who makes the next cut.

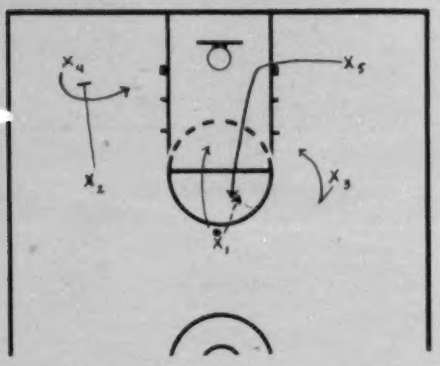

Figure 2. X_1 passes to X_5 at high post. X_1 scissors off the post and X_3 cuts behind the defensive player. X_2 screens for X_4 who cuts toward the basket. X_5 may go one-on-one, shoot or pass off to a cutting teammate.

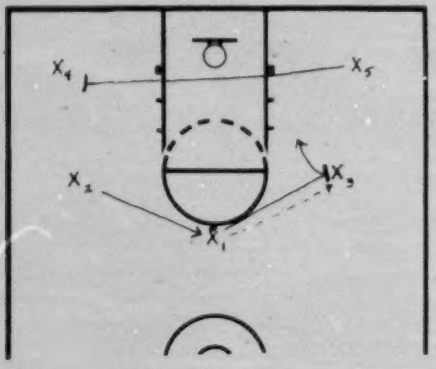

Figure 3. X_1 passes to X_3, screens for X_3, and rolls. X_5 cuts across the lane and screens for X_4. The next cut can be made by X_2, X_4 or 5.

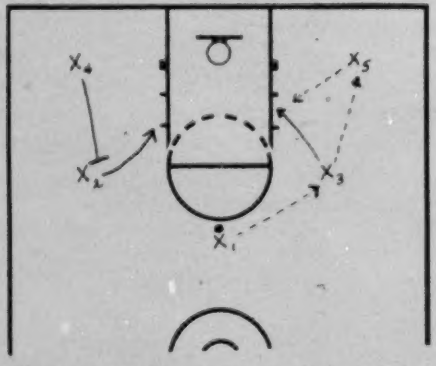

Figure 4. X_1 passes to X_3. X_3 passes to X_5 cuts for a possible give-and-go. X_3 can continue across the lane and screen for X_4 (not illustrated). Other potions include a cut by X_2 off the screen of X_4 or a shot or one-on-one move by X_5.

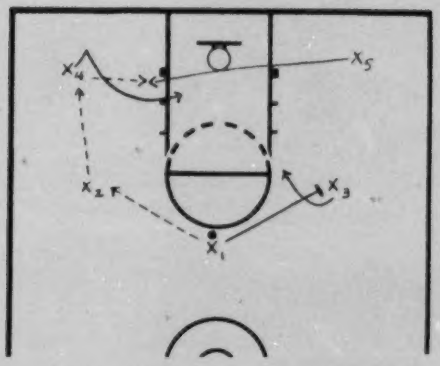

Figure 5. X_1 passes to X_2 and screens for X_3. X_2 passes to X_4 as X_5 cuts to low post. X_4 passes to X_5 and scissors off X_3.

The number of options for free lance offense when it is taught by principle and the complexity of each option are limited only by a coach's lack of imagination or by a team's ability.

PREPARING TO COACH YOUR FIRST GAME

G.I. WILLOUGHBY

G.I. Willoughby received her B.A. degree from Wayne State College, Nebraska, and her M.A. degree from the University of Northern Colorado, Greeley. She is currently teaching and coaching at Wayne State College. Her team won second place in the 1973 AIAW Region VI tournament.

The beginning coach should be warned about the importance of preparing adequately for her first game. Matters with which she should be especially concerned are the first team meeting, pre-season practice sessions, the pre-game meeting, game situations, half-time and the post-game meeting.

First Team Meeting

At your first team meeting, establish an atmosphere of genuine concern and interest for individual players, for the team as a whole and for the upcoming season. Begin by introducing everyone who is present. Have players complete any necessary forms and explain eligibility rules. Give your players some information about your own philosophy and style of coaching and encourage group discussion of team rules and expectations. Before dismissing this meeting, distribute a schedule of games and have your team decide mutually on goals for the season.

Pre-season Practice Sessions

Your next encounter with the team will be in practice sessions. If you dread them, your players will sense this and practices may become a boring experience for everyone. A team plays as it practices and if you have a disorganized practice, this same atmosphere is likely to prevail in the game situation. Make lesson plans for your practices as you do for your classes. Have your practices well-organized, explain drills and why they are being used, and make sure that skills are executed properly. Use a variety of drills and intersperse hard or fast drills with less-complicated or slower ones. Be energetic and show interest and excitement about each practice. This attitude will be reflected in your players. Give them encouragement and ask them to encourage each other. If you nurture these attitudes early in your practice sessions, it is likely that this atmosphere will prevail in games situations.

Pre-Game Meeting

You may find it useful to have a short team meeting before your players take the court for warm-up drills. At this meeting you should review the warm-up drills to be used, the starting lineup and the offensive and defensive strategies to be used against this particular opponent. Also, give your players the opportunity to express their thoughts about the game. Their responses may vary, depending upon their experience and maturity and upon the level of emotional intensity associated with this particular game. Some players may make the kind of motivational comments that will relieve the doubts and anxieties of other players.

Game Situations

Once the game begins, a great many decisions have to be made by the coach. The most common ones involve substitutions and time-outs.

Before a substitute enters the game, tell her whom she will replace, explain any special responsibilities, answer any questions and give her reassurance that she can do the job. The player who comes out usually wonders why she was taken out of the game. Have her sit near you and explain your reasons for replacing her. Tell her what she should observe about the game while she is on the bench and prepare her to re-enter the game if you intend for her to do so.

Time-outs create other coaching decisions during the game. Have a purpose in mind for taking a time-out. Time-outs should be used for making changes in strategy, for interrupting an opponent's rally, for countering surprise tactics of your opponent and for resting. During time-outs, have substitutes join the team huddle. They should listen to the directions and give encouragement to those playing. You should have at least three time-outs remaining for the second half of the game. Some coaches prefer to have more.

Half-time

Half-time talks should be conducted in a give-and-take atmosphere. Express your opinions about the game and suggest changes you feel might be necessary for the second half. If changes in tactics are necessary, mention why you think they are needed and explain the new strategy, illustrating on the blackboard if necessary. Welcome any constructive comments, suggestions or questions your players may have about this new strategy. Depending upon the maturity and experience of your players, you may want to ask lead questions such as: "Do you think this will work?" "Why or why not?" "What do we need to do to make it work?" Questions usually will stimulate some group discussion. Most players appreciate having a voice in such decisions. This process should be used whether you are ahead or behind. The most important thing is that your players leave the meeting with a feeling of confidence about what they are going to do during the second half.

Post-Game Meeting

When the game is over, a brief team meeting may be good for team morale. It is usually best to hold this meeting before the players have showered and changed clothes. The atmosphere will no doubt be dependent on the outcome of the game, but you should briefly mention one or two good and/or poor points about the game. Acknowledge those who played well and express your feelings about the outcome of the game. In most cases, try to end the meeting on a positive note and allow players to express their opinions about the outcome of the game.

These suggestions emphasize the importance of open communication with players. If, as a beginning coach, you can establish and maintain that attitude, your team should be able to look forward to an enjoyable basketball season.

RECREATIONAL SLOW-BREAK BASKETBALL

CHRISTINE G. HOWE

Christine Howe is a former assistant dean in the Office of Campus Programs and Services and is presently a doctoral student in the Department of Leisure Studies at the University of Illinois at Urbana-Champaign.

Typically, women are encouraged to take physical education courses like bowling, golf, or swimming because they are "lifetime" sports. That is, they are activities likely to sustain the continuing participation of women. This attitude, however, has served to predetermine the sports choices and experiences of many women. There is no reason that both individual and team sports cannot have a beneficial carry-over value for participants.

To reflect the new image of women as being fully capable of playing actively, competitively, and with teammates for many years, the concept of "lifetime" sports can be expanded to include such activities as volleyball, softball and basketball. This can be accomplished through the development of a women's recreational slow-break basketball league, arranged through a park department, industrial group, or YWCA which allows an opportunity for competition within an overall recreational framework.

The rules of slow-break basketball facilitate the expending of energy that should be encouraged throughout a woman's lifetime through such movements as running, jumping, turning and shooting.

The Urbana Park District in Urbana, Illinois has created a women's slow-break basketball league. The following is an abridged edition of the rules used in that league.

1. NCAA rules apply to the Women's Slow-break Basketball League except as indicated in the following.
2. All participants in the Slow-break Basketball League must be at least 18 years of age and cannot be participating in college basketball or in any other organized basketball league.
3. The offensive team cannot move the ball past the 10-second line until all members of the defensive team have crossed the 10-second line. *(This rule slows down the game, but does not detract from the benefits of the sport.)*
4. All members of the defensive team must be in their defensive half of the court within 10 seconds for rule 3 to be enforced. Otherwise, the offensive team, upon signal from the referee, may proceed as if the defense was set. The referee's decision is final on both Rules 3 and 4.
5. A player (with possession of the ball) in the defensive court is allowed complete freedom of movement until she crosses the 10-second line. The penalty for violation is an automatic technical foul.
6. Playing time is 4 quarters of 10 minutes running time, each with an intermission of 1 minute after the 1st and 3rd quarters and a 5-minute intermission between halves. Actual time will be kept in the last 2 minutes of the 2nd and 4th quarter and during overtime periods.

Slow-break basketball can and should be a part of the "lifetime" sports choices open to women to encourage the continuation or redevelopment of vigorous and heathful sports pursuits. Over 200 women in the past four years have participated in the Urbana Park District League. Participants have ranged in age from 18 to 24 and

have included housewives, students, university professors, graphic artists and a variety of other occupations.

Not only have these women played basketball with each other, but they have also begun to play organized softball, golf and tennis in recreational leagues and in local competitions. One woman summarized her experiences by saying, "Not only am I feeling better than I've felt in years, but I'm sharpening up old skills I learned a long time ago and am meeting new friends and enriching old friendships. This Slow-break Basketball League has been great!"

A complete list of rules is available from The Recreation Department, Urbana Park District, Urbana, Illinois 61820.

THE BIONIC OFFICIAL

MARIA ALLISON

Maria Allison received her B.S. and M.S. degrees from the University of New Mexico, Albuquerque. She has been an NAGWS national basketball official for 10 years and has served as chairperson of the New Mexico Board of Women Officials. She has officiated at three AAU national basketball tournaments and at the AIAW National Small College tournament. She is currently a teaching assistant at the University of Illinois, Urbana-Champaign.

It is common knowledge to officials, but perhaps not so common to coaches, players and spectators that officials are bionic, super-human individuals. This fact was revealed to the public for the first time in a recent half-time radio interview. The interview was conducted by Sara Subtle, our lady on the scene, with an official who is a card-carrying member of the NBO (National Bionic Officials) society. The text of the interview follows.

Question: Tell us. Do you ever miss a call or make mistakes when you officiate?
Response: Beep, beep . . . negative.

Question: Don't you ever get tired running up and down the court?
Response: Beep, beep . . . negative. I am programmed to be as fast as a speeding bullet . . . beep, beep . . . and as powerful as a locomotive . . . beep.

Question: Can you leap tall buildings in a single bound?
Response: Beep, beep . . . affirmative, but I only employ this capability when crowds become angry . . . beep, beep.

Question: Does harassment from the audience ever upset you?
Response: Beep, beep . . . negative. The words "harassment" and "upset" are not programmed into my vocabulary.

Question: Does the behavior of coaches and players ever bother you?
Response: Beep, beep . . . negative. I am programmed to understand . . . beep . . . that it is a part of the game . . . beep.

Question: Do you ever have "ups and downs" as an official?
Response: Beep, beep . . . negative. That is a . . . beep . . . human frailty.

Question: How were you selected to officiate in the semi-finals of this tournament?
Response: Beep, beep . . . The tournament officials selected me . . . beep.

Question: How are officials selected to officiate in the final rounds of this tournament?
Response: Beep, beep . . . An impartial panel of judges selects and assigns us on the basis of skill and competence . . . beep.

Question: Doesn't it bother you that you were not selected to call the final game?
Response: Beep, beep . . . negative. I am told that the decision is based on a logical selection process . . . beep . . . Besides, my creator was not on the selection committee . . . beep.

Question: Are you paid well for officiating?
Response: Beep, beep . . . I am paid enough to cover the cost of the bionic whistle . . . beep . . . and power pack tennis shoes . . . beep . . . I am also given enough to cover my energy supply . . . beep.

Question: What other expenses do you have?

Response: Beep . . . I must visit the psycho-motor analyst once per week to correct my tilt.

Question: Have you ever thought about hanging up your whistle?

Response: Beep, beep . . . Excuse me, please. The buzzer has sounded and I must respond . . . beep.

And so, the bionic official has been saved by the buzzer once again. We terminate this interview with one last glimpse of the bionic official, tennis shoes on feet and whistle in hand, running into the sunset.

PLANNING TEAM PRACTICES

KATHLEEN M. HAYWOOD

Kathleen M. Haywood received her A.B. and A.M. degrees from Washington University, St. Louis. She is completing requirements for the Ph.D. degree at the University of Illinois, Urbana, where she has served as head volleyball and assistant basketball coach. She is currently an assistant professor at the University of Missouri-St. Louis.

While many factors contribute to a team's successful performance, it is unlikely that any team is consistently successful without the benefit of regular, organized practice sessions which emphasize skill and strategy development. One of the major responsibilities of the coach is to conduct sessions which will maximize the progress of the team in the time allotted for practice. A careful choice of drills and practice activities to form lines of progression which build and refine skills is therefore necessary.

Goals give direction to the team's activities and determine the lines of progression of drills, simulated game situations and new skills introduction. Both long-term and short-term goals facilitate the coach's task of planning practice sessions. Additionally, it is helpful for the coach to choose practice activities along three time dimensions with these long- and short-term goals in mind. These dimensions are: (1) the time within the practice session itself, (2) the time within the period of preparation for a particular competition, and (3) the time within the competitive season.

With these dimension in mind, it becomes apparent that some activities may be more beneficial at certain times than others. For example, a particular drill, in addition to stressing a skill or skills, may be a good warm-up activity and would appropriately be planned for the beginning of a practice session. Another activity that closely simulates game situations may be planned for the final practice before a game while one that stresses a team's weakness would be beneficial at the practice following the competition in which that shortcoming became apparent. Likewise, drills that stress conditioning may be emphasized more at the beginning than the end of the season.

When practice activities are planned to form lines of progression leading to the accomplishment of the goals selected for the practice, game preparation, or season, they move in several directions. First, they typically progress from small group drills to large group drills. In many situations, this means the ball/player ratio is low in beginning activities and high in later activities. The amount of practice time for individual team members in dribbling, passing, guarding, etc., is maximized initially. Players may then enter scrimmages or game situations in which they may be only one of many players with a firmer grasp of basic skills, having received more time to practice a skill in a small group than they would receive in a game situation. It is important, however, that this progression (practicing in a small group to playing with a team) be made. There is no substitute for teamwork. Also, it is rarely beneficial to practice in groups larger than those involved in an actual game, or with a higher ball/player ratio than encountered in a game situation. Every effort should be made to obtain enough space and equipment to keep drills and activities no larger than necessary.

An example of this progression may be found in practicing the service receive in volleyball. The initial drill might be to have players pass the ball in pairs using the forearm pass. Next, players might receive service, one player tossing or serving the

ball over the net, the other receiving the serve and passing to a target. This same situation could then be arranged with three players in a "V" formation to receive service. Finally, five players could receive service in the traditional "W" formation. Whether the progression is planned over days or weeks of practice, within a single practice, i.e., what time dimension it follows, or whether intermediate steps are added, depends on the goals the coach has set and the skill level of the players.

Practice activities may also move beneficially along a line from components of a skill to the whole skill. Components of advanced skills are usually basic skills. For example, the jab step is a component of basketball dribbling. In turn, dribbling is a component of the lay-up shot. The importance of mastering the component skill before the whole skill can be learned is readily seen. Players need to attain some skill in dribbling before they can be successful in performing a lay-up. Individual skills can also be thought of as components of team skills. Team members, for example, must learn individual guarding skills before the team's defense functions well. Care must be taken that skills are not divided into components too fine to be beneficial, and that components are indeed combined and the whole skill adequately practiced.

A third line along which activities may be planned is that of moving from controlled situations to game-like situations. Controlled situations allow a skill or play to be practiced more often than it would naturally occur if a team spent all of its time scrimmaging. Examples of these situations might be practicing the fielding of a bunt in softball, an inbound play in basketball, or a corner kick in soccer. It is important, however, that players also experience these plays as they naturally occur in a scrimmage or practice game.

Summary

The intent of this article has been to stress the importance of planning practice sessions to maximize individual and team progress and to point out guidelines for the planning of team practice sessions. Consideration should be given to the planning of a variety of activities. Not only are the resulting practices more interesting for the players, but each activity stresses a skill in a slightly different situation and should make the player better prepared for the variety of situations which naturally occur in a competition. It is also important for the coach to be flexible in conducting planned practices. He or she may find that a team needs more or less practice at a certain point along a progression of activities than initially planned. In either case, the coach is better able to adapt the planned practice in a meaningful direction than if on-the-scene, randomly chosen activities are practiced. The coach plays a relatively small role in the team's success or failure during a competition, but a major role in preparing the team for that competition. Clearly, the ultimate success of a team depends in part on the progress made in skill and strategy development during organized practice sessions.

FOLLOW THE LEADER

SHARON J. GAUNT

Sharon Gaunt is head field hockey coach at Indiana University, Bloomington. She is a NAGWS/ABO national basketball official and has officiated at AIAW state, regional and national basketball tournaments. She is past-chairperson of the Principles and Techniques of Officiating Committee of NAGWS.

In the present realm of intensity in athletic competition, it appears that the leaders of women's competitive teams are either taking a new direction in terms of program goals, or, others would say, they are exhibiting a loss of direction. Within educational institutions' women's athletic programs in the past have taken pride in the fact that their goals for the student-athlete were educational. They have conducted their programs with objectives that included not only cognitive and psychomotor goals, but affective goals as well.

This author is concerned about the expanding range of affective behaviors and philosophies about them which are now becoming acceptable. Assuming that the coach is a role model for student-athletes and that there is a high positive correlation between the behavior exhibited by the student-athletes with whom she works, it seems unrealistic that a leader could practice the "do-as-I-say, but-not-as-I-do" principle and expect good results.

As an official it concerns me that women's basketball coaches are fluctuating in their philosophies about technical fouls. Historically, we have viewed most technical fouls as reserved for violations of sportsmanship contrary to the standards of behavior we expect honest citizens to observe. Others are concerned with technical infractions of the rules.

From officiating experiences and from conversations with coaches, the author has identified two basic classifications of thought regarding the acquisition of technical fouls that apply to breaches of sportsmanship.

In one category is the coach who exerts every effort to avoid behavior which would earn a technical foul and its accompanying penalty. Her/his rationale for this behavior is not self-serving, that is, it is not related to whether or not the penalty may be a fair trade for the infringement. This coach says that she would hope that her team would be so embarrassed by her behavior that she would feel that she had not only set a poor example, but that she had also violated her trust to be an acceptable role model. This philosophy reflects educational goals and objectives. This coach takes exception to rude, unattractive and disrespectful behavior toward teammates, opponents, or officials and she will penalize student-athletes beyond the penalty called for in the rules.

The other line of thought regarding technical fouls is, in effect, the philosophy that, "If anyone on this team is going to get a technical, it will be me." The advocate of this philosophy feels that it is her duty to exemplify behavior which will warrant a technical foul for reasons of motivation. She will crudely voice her displeasure with officials' decision and say to her team, "Do as I say, not as I do." This coach is also a role model for the members of her team even if she would not choose to be. She would disapprove in her players such behavior as cursing at or disrespectfully addressing officials, kicking chairs, throwing towels and pounding on tables, should they be assessed a technical foul for those behaviors. But she will advocate such behavior for herself if she has calculated methods for achieving greater team motivaiton toward the common goal of undirected aggressiveness.

What is next on the list of acceptable behaviors for such coaches? Does behavior not exist on a continuum which has at one extreme acceptable, respectful, courteous, and trusting behavior toward our fellow persons and at the other end unacceptable, rude, disrespectful, discourteous, and untrusting behavior? Is it acceptable in our society to modify our normal attitudes about behavior in such situations as competitive sport? Is coaching an exception for unacceptable behavior? Whichever extreme on the continuum of behavior we tend toward in our coaching behavior will surely affect the future or lack of it for our athletic programs.

AVOIDING STALENESS

SANDRA J. ELMORE

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When an athlete becomes stale, she is physically and mentally unable to perform to her usual potential. The staleness of one athlete can affect the playing ability of an entire squad. Avoiding staleness is a key factor in successful basketball performance.

Staleness can be defined as reaching a plateau and leveling off in skill development. Mentally, the athlete loses interest and physically, she is unable to progress. Staleness may occur at any stage of the basketball season, but will normally occur midway through the season or near its end.

Causes for Staleness

Staleness may occur because of a single factor or for a variety of reasons. To prevent staleness, a coach must identify potential causes. Any athlete who lacks confidence is a prime candidate for staleness. Building confidence is a gradual process and the athlete must progress from simple to more complex skills.

Athletes who get into a scoring slump will frequently exhibit symptoms of staleness, especially better players and players who have been unable to score in a game situation. Varying offenses to allow more scoring opportunities for these players may remedy the situation.

Staleness may occur when an athlete does not feel challenged. Challenge comes from different sources for different players. It may come from the peer group, from the family, from the coach, or it may originate within the athlete herself. A coach should learn how to challenge a player and how much pressure is necessary to make her feel challenged.

An entire basketball team can become stale when fans and friends are disinterested in its progress. It is the responsibility of the coach and the athletic department to approach the women's basketball program with a positive attitude and to develop good public relations.

Some athletes become stale because of the burden of personal problems. A coach can often help a player with personal problems simply by listening. Though this can be time-consuming, a coach is responsible for the success of a team and the staleness of one athlete can determine the season's outcome for the entire group.

Methods for Preventing Staleness

Preventing boredom is half the battle in combating staleness. Athletes become bored when coaches repeatedly employ the same practice procedures day after day. Variety in skills, drills and tactics should be incorporated into every practice session. The perfection of skill requires regular repetition, but most skills can be practiced in a variety of formats with the same end result. For example, rope jumping is a good substitute for running and will certainly improve coordination and endurance. Running laps in the same direction day after day will produce more strain on one side of the body than on the other. Changing the direction of running from clockwise to

counterclockwise will help to remedy that effect and will also reduce boredom. Many drills involving skills can also be used primarily as endurance activities, such as the Figure 8 drill.

Short competitive games which are fun should be incorporated into practicing when possible. One such game involves tying balloons on to the heels of each player. The object of the game is for each player to burst everyone else's balloons, while one's own balloons stay intact. Hands must remain behind the players' backs. An athlete loosing both balloons is out of the game. The game continues until one athlete wins. This game demands balance, coordination and good defensive basketball tactics.

Circuit training is a good way to condition and practice skills and it can be used to prevent staleness, but if it is used daily in exactly the same manner, it can produce staleness.

Competition in drills is rewarding for athletes and relieves the boredom of repetition. After a shooting drill, repeat the same drill and divide the entire team into squads. Have the squads shoot at one designated basket while the other squads are shooting at other baskets. Players must shoot in order and the first squad to reach 20 points wins. It is an enjoyable game and it forces players to shoot in a pressure situation.

More than any other factor, a coach's personality makes a practice session interesting. A coach must have the ability to generate enthusiasm and to create in the team the desire to perfect skills. Frequently, it is not the amount of time spent in practice, but the quality of the time spent that produces a successful season.

LITTLE THINGS MEAN A LOT

LUELLA J. LILLY

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Close game? What might have made the difference in the score? Could it have been one more loose ball controlled, one less foul, one more rebound? Many coaches spend the majority of practice time on advanced ball handling skills, executing patterns and learning team strategies. What of the finer details of the game, the players' judgments that might make the difference in score? The following drills emphasize the importance of gaining ball control, changing quickly from offense to defense and making critical judgments as to the appropriate skill or technique for the circumstance.

Drill 1: Ball Movement

Player Judgment: When to try to make your opponent lose ball control
Emphases: Concentration and focus for peripheral vision
Formation: Players in pairs with one ball per pair
Explanation: Two players stand facing each other in a parallel (wrestler's) stance three feet apart. The players may not move their feet. The offensive player with the ball is in a triple-threat position. On command, the defensive player tries to touch the ball as many times as possible within 30 seconds. The offensive player moves the ball as quickly as possible. The length of time for the drill may be increased as the season progresses.
Reminders: The defensive player should: (a) hit upward to touch the ball, as hitting down usually increases the number of fouls; (b) watch the offensive player's patterns to determine where the ball will be rather than where it is; and (c) avoid following the ball with the eyes. Use peripheral vision and focus in the center of the offensive player's body. The offensive player should try to avoid establishing a pattern and should watch for a cue as to when the defensive player will strike and change movements accordingly.

Drill 2: Loose Ball

Player Judgment: When to attempt to pick up and dribble or to pick up, pivot and control
Emphases: Body control and gaining body control
Formation: Three players, one ball, as illustrated in Figure 1.

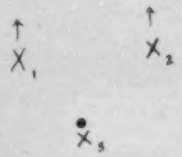

Figure 1.

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Explanation: X_3 rolls, bounces, or easily throws the ball between X_1 and X_2 who are looking straight ahead. X_1 and X_2 both go after the loose ball. Judgment should be used to determine if either can gain reasonable control of the ball and dribble, or if ball possession is important. To gain possession and protect the ball, the player should pivot on the outside foot and swing the inside foot between the opponent and the ball. Factors to consider are the speed and ability of the opponent, the movement of the ball and the height of the ball.

Reminder: A player should gain control of a loose ball first and should avoid overrunning the ball, traveling and dribbling out of control.

Drill 3: Ground Ball Pick-up

Player Judgment: When to (1) go on offense, (2) try for a tie ball, or (3) go on defense when a ball is on the ground.

Emphases: Body control and one-on-one play.

Formation: Two lines at center court facing each other and 20 feet apart.

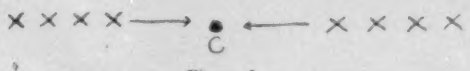

Figure 2.

Explanation: The coach places the ball on the floor between the first two players. When the ball touches the floor, both players start toward it. Evaluating the situation as it is occurring (speed and ability of the opponent, equality of the start, etc.), the players should either try to gain possession of the ball and go on offense, try for a tie ball, or go on defense. The player who can gain possession of the ball turns to her right and goes for a lay-up. If the other player did not evaluate the situation and gets into a defensive position soon enough, she should try to block the lay-up. Both players continue one-on-one until the offensive player makes the basket or the defensive player gets the rebound.

Reminder: If the opponent has a definite advantage, a player should not continue to pursue the ball, but rather think ahead as to how to stop that advantage by gaining defensive position.

Drill 4: Rebounding

Player Judgment: What type of rebounding skill to use

A. Inside or offensive rebounder
   1. Hands on both sides of the ball when it is in front of the player
   2. Hands on the front and back of the ball when it is over the player's head
   3. Deflect the ball from the defensive player when it is behind the player's head

B. Outside or defensive rebounder
   1. Assume defensive position.
   2. Try for a tie ball.
   3. Tap to self.

Emphases: Ball possession and avoiding fouls

Formation: Three players as illustrated in Figure 3.

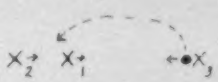

Figure 3.

Explanation: X_3 tosses the ball in a high arc to drop over X_1. Depending upon the location of the ball, X_1 and X_2 must use proper judgment to gain as much advantage or control as possible without fouling. If the ball falls in front of X_1, she should reach forward, put one hand on each side of the ball, draw it in with elbows out, and X_2 should then assume a defensive position. If the ball is above X_1's head, she should put one hand behind the ball and draw it forward and down to gain control. X_2 should try for a tie ball or to gain control by reaching forward with one hand, palm up, and tapping the ball back to herself. If the ball is behind X_1's head, she should reach back and tap the ball away from X_2. X_2 should rebound with both hands on the sides of the ball or tap the ball to herself if necessary.

Reminder: Many fouls occur during attempts at rebounds. A player should know when she can get the ball without fouling by choosing the right skill.

Drill 5: Pursuit Lay-up

Player Judgments:

(1) When to deflect a dribble or block a shot
(2) What side to take for pursuit
(3) Rebound position

Emphases: One-on-one play and timing

Formation: One player with the ball at center court facing the basket with a defensive player directly behind her.

Explanation: The offensive player starts to dribble for a lay-up. The defensive player starts as soon as the ball touches the floor on the first dribble. Judging the ability of the opponent and noting which hand the offensive player is using to dribble, the defensive player begins her pursuit on the right side unless the player can execute a left-handed lay-up. The defensive player should try to use speed and not attempt to reach for the ball until she is even with the dribbler. (Trying too soon slows the runner down.) The defensive player should try to hit the ball forward out of bounds. If the defensive player is faster than the offensive player, she should run ahead slightly and try to block the shot, thus not giving the opponents the ball out of bounds. If the defensive player is much slower than the dribbler, she should pursue and assume a good rebounding position in case the basket is missed.

Reminders: When trying to deflect a dribble, contact the ball just as it comes off the floor. When trying to block a shot, don't swat down at the ball because it usually results in a foul. Place the hand in a position to intercept the ball's flight to the basket. Don't commit a foul, unless it's a part of the strategy, just because the offensive player has the advantage. Think ahead to the next advantage position and try to obtain the rebound.

BASKETBALL AUDIOVISUAL AIDS

Project Basketball: John Wooden and Bill Sharman. Master Kit: 4 audio cassettes (31-36 min. each); 4 sound film strips (16-28 min. each); 30 transparencies with overlays and notes; 75 instructional diagram and pattern play cards; 10 copies of handbook for players: 2 copies of coach's manual. Girls' Supplement (may be ordered separately): 2 audio cassettes; 2 sound film strips. Master Kit: $295, Girls' Supplement: $90. Project Basketball, Inc., Beverly Hills, CA 90210.

Coach Billie J. Moore: Talking Girls' Basketball. 4 audio cassettes (approx. 30 min. each). Discussion of philosophies, methods and opinions directed to coaches and players. Complete series: $29.95. Medalist Sports Education, Time Plaza, 735 N. 5th St., Milwaukee, WI 53203.

Willis Reed Basketball. 16mm, video-cassette, or super-8 sound. 8-part series of color motion pictures demonstrating basketball fundamentals. Willis Reed: Center Play (2 parts), Jo Jo White: Offensive Guard (2 parts), Jack Marin: Forward Play (2 parts), Dick Van Arsdale: Defensive Play (2 parts). Rental: $110 for complete series; $25 for any 2 parts. Purchase: $900 for complete series; $125 for each part. Prentice-Hall Media, Inc., 150 White Plains Rd., Tarrytown, NY 10591.

1976 Kodak Women's All-American Basketball Team. 16mm, color, sound (20 min.). Features the 10 outstanding college women basketball players selected each year by the Women's National Basketball Coaching Clinic. Free rental. Eastman Kodak Co., Audio-Visual Library Distribution, 343 State St., Rochester, NY 14650.

Women's Basketball. Super-8 loop, cartridge, or 16mm. Series of 8 silent, color films demonstrating basic skills. $22.95 each in super-8 loops. AAHPER, 1201 16th Street, N.W., Washington, D.C. 20036.

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*The current *Guide* was prepared by the 1975-1977 Committee. The 1979-1981 *Guide* will be prepared by the 1977-1979 Committee.

CONDITIONING AND WEIGHT TRAINING FOR THE BASIC PHYSICAL ELEMENTS OF VOLLEYBALL

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MARTHA HAWTHORNE

Ruth Nelson, instructor of health and physical education, head volleyball and tennis coach at the University of Houston, received her A.B. degree from the University of Northern Colorado in Greeley and her M.S. from George Williams College in Chicago. She coached the University of Houston volleyball team to a fourth place finish in AIAW National Competition in 1974 and a third in 1975. She was a member of the 1976 USA Olympic team.

Martha Hawthorne, an assistant professor of health and physical education and head women's tennis coach at Northeast Louisiana University, Monroe, received her B.S. and M.S. degrees from Louisiana State University in Baton Rouge. She coached the volleyball team at the University of Houston from 1964 to 1974.

Volleyball in America has changed rapidly over the past few years. Increasing uniformity in rules, methods and techniques from other countries and the emergence of an American national program for men and women have resulted in a rapidly changing game on both the collegiate and high school levels. As a result, coaches of college and high school players are called on to improve the techniques and caliber of play of their teams.

In order to play today's game, a primary concern for both player and coach is the perfection of basic fundamentals of the game such as serving, passing and hitting. It is of the utmost importance that the coach spend most practice time on these basic skills. Generally speaking, consistency in execution of basic fundamentals will result in good team performance. It is the authors' contention that, in order to have consistency in fundamentals, a player should possess certain basic physical elements critical to the game of volleyball. These elements are strength, endurance, agility, technique, explosive movement and flexibility. This is not to say that a player cannot have good basic fundamentals (i.e., serving ability) without these elements. But, consistency and efficiency in execution will greatly improve if a player develops the basic physical elements of the game.

It was with this in mind that a weight training and conditioning program was developed for the University of Houston's women's teams to help the volleyball player increase her strength, endurance, agility, technique, explosive movement and flexibility. Realizing budget limitations for certain schools, this program involved a minimal expenditure for conditioning equipment. In order to incorporate all phases of this program, it would be necessary for a school to have a universal gym, loose weights of two and one-half pounds each, two or three weight bars, jump ropes and stretch elastic. The different phases of the program involve:

1. Running
2. Work on the universal gym
3. Work on loose weights
4. Specified exercises and stretching
5. Designated types of jumping exercises

This particular program was designed for a four-month competitive season with a conditioning program lasting two and one-half months. During the first six weeks of training, two hours a day, five days a week were spent in conditioning; after that, one hour and 15 minutes a day, five days a week were devoted to conditioning. The total amount of time spent in one practice session varied from three to five hours.

Prior to the season, a two-week pre-conditioning period was started. Thereafter, an extension of this program comprised the total program. A breakdown follows:

General warm-up - Jog 15 minutes; do not run a specified distance.

Phase I Running - Sprinting

Stretching exercises are done prior to and after the running portion of this phase.

The running portion of Phase I consists of:

10 sprints of 100 yards
10 sprints of 50 yards
10 sprints of 25 yards

After the initial two-week pre-conditioning program, two minutes are added each week to the jogging time and two additional sprints are added at each distance for three days a week (Monday, Wednesday, Friday).

Phase II Jumping

An elastic band is placed at knee height of the player, who makes lateral jumps over the stretched elastic. The elastic should then be raised one foot above each person's knee for approach jumps over the band. In addition, 50 approach jumps, *not* over elastic bands, are used during the first two weeks of conditioning.

Phase III Weights on Universal Gym

This phase includes three days a week at three sets of six repetitions. On the days when three sets of six repetitions are used, the weight for each individual is the maximum weight that the player could do. On the three days where more repetitions are used, the weight for each person is *lowered* 20 to 40 pounds from her maximum weight. It is important that coaches using the universal gym have a prior knowledge of a weight training program. The coach should supervise closely her players when they determine their maximum weight *and each time* they work in this phase of the conditioning program. In addition, during weight training programs, players should use stretching exercises.

Phase IV Rolling and Diving (Tumbling) - to be selected by the coach.

Phase V Specified Exercises - to be determined by the coach.

These are essentially the five phases of conditioning and weight training used to develop the five basic physical elements of volleyball. Included below is a general list of the different components used in the various phases of this program. The coach can use her/his own discretion in selecting these or similar components for the program.

Stretching

Back stretch
Leg over
Jump stretch
Leg lift - walking
Jump twist
Arm circles
Back bends
Trunk lifts - abdomen

Fundamental Warm-up

Push-ups (boys)
Sit-ups
Jumping - one foot, two feet, double jumps
Running in place
Squat thrusts
Mountain climbers
Dithers

Lying back - arches
Hurdle stretch
Straddle - standing, sitting

Jumping
Squats - 3/4, 1/2, 1/4
Jumps and falls
Elastic jumps
Jump and double jumps

Tumbling and Diving
Japanese roll
Russian dive
1/2 roll
Handstand - wall
Toe raises
Push-up dips - diving motion

Running and Jumping Rope

Weights - Universal Gym
Bench press
Leg press
Knee extension
Knee flexion
Toe extension
Arm hang
Bar dip
Toe Raises
Wrist curls
Bicep curls

If additional information is desired, contact Ruth Nelson, Melcher Gymnasium, University of Houston, Houston, Texas 77004. It should be reported that the University of Houston's team showed an average increase in jump and reach from 18 to 23 inches from a pre-conditioning measure to measurement at the end of the competitive season. Individual players' increases ranged from three to six inches. It is the authors' belief that the conditioning and weight training program was a definite contributing factor to the increase in this and other basic physical elements of volleyball.

A CIRCUIT OF VOLLEYBALL CONDITIONING EXERCISES AND DRILLS

SUZANNE BLAIR

Suzanne Blair received her B.S. and M.A. degrees from Memphis State University, Tennessee and the Ed.D. degree from the University of Northern Colorado at Greeley. She has coached volleyball four years at Memphis State University, three years at West Texas State University, and has conducted numerous secondary school volleyball clinics in Tennessee and Texas. She has officiated for 16 years, served on the executive board of the Texas Volleyball Officials Association, and holds the state rating for National Federation Rules of the University Interscholastic League.

Volleyball requires conditioning in two phases: (1) for the endurance of sustained play in the match and (2) for the immediate demands of each playing situation. Because of this unique circumstance, care should be taken when selecting conditioning exercises. Choose exercises that place demands on the players, as well as exercises that are exciting and challenging.

If the players' attitudes toward conditioning is positive, half the battle is won. This positive attitude is brought about by increasing their knowledge of the rational and purposes of the conditioning program. With this understanding incorporated into their desire to become a winning volleyball team, you will find each player dedicated to giving a wholehearted effort to become the very best.

It has been my experience that if the team performs conditioning exercises together, team spirit is enhanced and developed. This, of course, assumes there is enough space and equipment for everyone to participate at the same time. If not, a six-station circuit is satisfactory, with two to four players beginning at each station. In either situation, the coach should perform the exercises along with the players as often as possible. Remember, the coach is as much a member of the team as the players. In seven years of coaching volleyball players, I have found greater cohesion and team unity when the coach actively participates in the conditioning program.

The following is an example of a training regime that contains conditioning exercises for sustained play as well as for immediate game situations. Also incorporated into the conditioning program are volleyball skills to increase the players' interest and eliminate boredom, while at the same time improving physical condition. Each exercise is active and stimulating, yet enjoyable and beneficial.

Part I exercises are intended to *warm up* the individual in preparation for more specific *game like* situations included in Part II. Each should be performed repeatedly and correctly with the individual resting only where indicated.

Part I

Station 1: *20 fingertip push-ups to the wall*. Begin arms-length from the wall with hands shoulder high and shoulder width apart and feet flat on the floor. Feet progress back from the wall one inch per day. Heel must remain on the floor throughout the exercise. Each fingertip push-up is performed to a count of 10.

30 bent knee sit-ups. Partner holds feet.

Station 2: *Jump and spike*. Do three bounce jumps in place. On the fourth count, jump as high as possible and swing arm as in spiking. Repeat five times. Rest. Repeat. No ball or net is used.

Hitting on top of the ball. Holding the ball chest high, arms-length from the body on the preferred side, hit the ball to the floor, concentrating on striking it in the center.

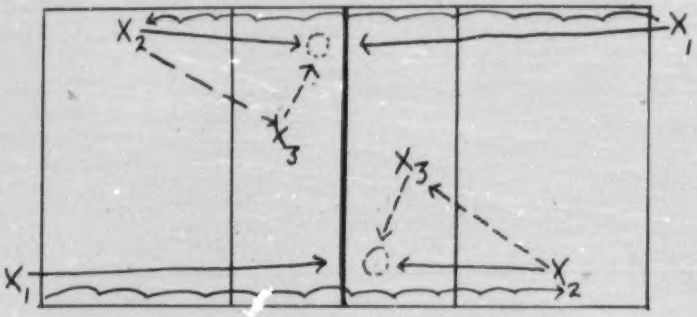
Station 3: *Squeeze a tennis ball in each hand as many times as possible for 15 seconds.* Arms should be straight at side. Rest. Repeat.
Vigorous clapping of hands. Arms shoulder high, straight out in front with palms together. Clap vigorously for 15 seconds. Rest. Repeat.

Station 4: *Jump and reach facing wall (vertical jump).* Using a two-foot take-off, jump up and touch the wall as high as possible. Place paper on the wall and have each use a small piece of colored chalk so that height can be measured. Repeat three times, with a rest between each jump.
Spin on a towel. With weight on one extended arm (body is straight at an angle to the floor), hand on a towel, *wheel* around for 15 seconds. Rest. Repeat with other arm. Rest. Dizziness may occur.

Station 5: *Setting ball up to self for one minute.* Progress to doing it while on your knees. Rest. Repeat.
Leg throw-downs. Person one is supine on the floor. Person two is standing astride at person one's waist, facing person one's feet. Person one, while holding on to person two's ankles, brings her legs straight up toward person two. Person two vigorously pushes person one's legs back to the floor. Person one should let her legs fall to within six inches of the floor, and then lift the legs back up for person two to repeat the action. Repeat ten times. Change positions.

Part II

1. *Serve reception, set, spike, and block*

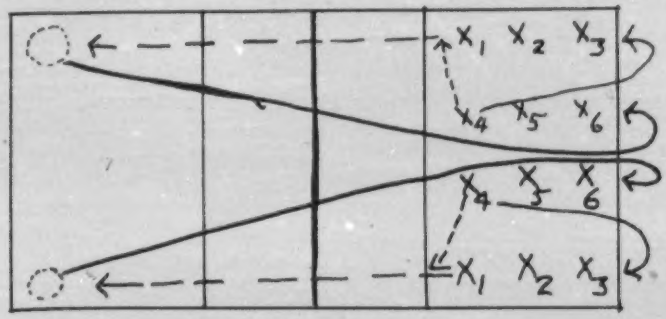


X_1 serves the ball to X_2 who bump passes the ball to X_3.
X_3 sets the ball for X_2 to spike.
X_1 comes to the net to block after the serve.
Two groups can work on one net. Rotate within each group so each player performs each skill.

2. *Suicide drill.* Similar to the pepper drill except six to eight players are in a circle, each with a number. Players mix up so that numbers are not in order. A person with no number stands in the center. Number one person calls out her number and spikes the ball toward the person in the center. The person in the center must turn, locate Number One as well as the ball, and bump the ball back to Number One.

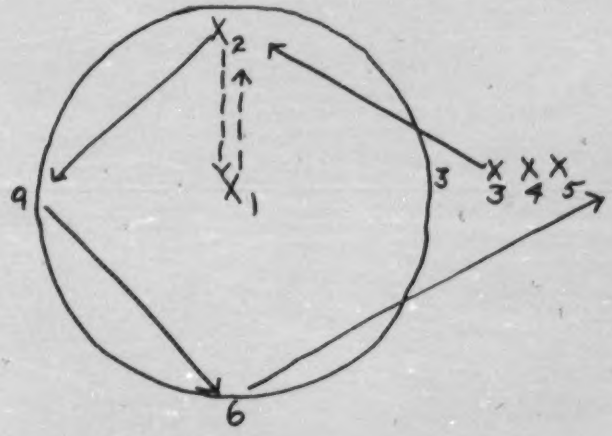
The drill continues quickly until all numbers have been called. Repeat twice with the same person in the center, then put someone else in the center. This drill should be repeated rapidly.

3. *Toss with offensive hit to back court and run*



X_4 underhand tosses the ball behind the 10-foot line and high enough for X_1 to offensively hit the ball across the net (simulating third hit).
X_4 goes to the end of the hitting line after the toss.
X_1 rapidly retrieves her own offensive hit and goes to the end of the tossing line as quickly as possible with the ball.
Repeat on the *off hand side* and the *on hand side*.
Variation: Toss the ball low so that the hitter must bump the ball over the net deep into the court (simulating third hit). Toss the ball in such a manner that the hitter must move quickly to get to the ball to perform the skill. Make players hit to specific places on the court, i.e.: down the line, deep center.

4. *Clock setting and running drill*



Five players make a good group.
X_1 is stationary in the center of the clock.
X_2 tosses the ball to herself, then sets ball to X_1.

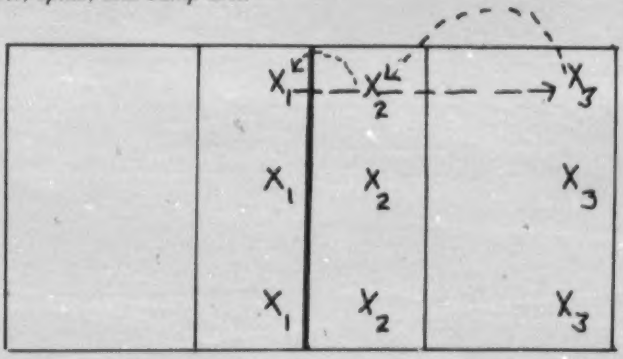
X_2 then begins to run to 9 o'clock, 6 o'clock, and to the end of the line at the 3 o'clock position.

After X_2 leaves the 12 o'clock position, X_3 runs to the 12 o'clock position to receive the set from X_1.

X_3 sets the ball to X_1, and begins the run to 9 o'clock, 6 o'clock, and the end of the line at the 3 o'clock position. Continue two minutes and put someone else at X_1.

Make the clock large enough to necessitate continual running with only momentary stopping at the 3 o'clock position.

5. *Overset, spike, and bump drill*



X_2 standing five feet from the net tosses the ball over the net simulating an over set.

X_1 spikes the ball toward X_3 who bumps it to X_2.

X_2 catches the ball and the drill is repeated.

Three groups can work on the court at the same time. Rotate positions within each group so that each performs all skills. The groups should rotate with each other so that each performs all skills. The groups should rotate with each other so that spikers hit from all three front line positions.

6. *Endurance jump and touch hands blocking*. Partners face each other at the net. Person one jumps as high as possible and moves her hands either to the right or left above the net. Repeat ten times. Reverse roles. Four to five groups can work on the net at the same time. Do not touch the net and do not cross the center line.

A player must be able to perform repeatedly all skills with precision for the entire match without fatigue. Thus endurance appears to be the most important aspect in a volleyball conditioning program. The drills and exercises presented here should not only place demands on the cardiovascular system, but should also strengthen muscle groups, increase flexibility and develop playing skills. These drills and exercises are not intended to be the only ones used for practice in skill development. They are merely a combination of two important aspects of a winning team: endurance and skill.

QUICK SKILLS AND CONDITIONING DRILLS FOR VOLLEYBALL

GRETCHEN KOEHLER

Gretchen Koehler is the volleyball coach at Gustavus Adolphus College in St. Peter, Minnesota. She is also a tournament tennis and badminton player.

The following skill and conditioning drills can be used as a circuit or individually for specific development:

1. Defensive shuffle
2. Mini and maxi wall jumps
3. 2-1-2 jumps
4. Server receiving and bump set game
5. Reflex dig

1. *Defensive Shuffle*. This drill can be for three or four players. The control players (10 feet apart) bump and/or set with control to each other. The shuffle players move into a low defensive position opposite the ball. Occasionally, the control players play a ball to one of the defensive shuffle players. This drill works on quick defensive movement and a good ready position

2. *Mini and Maxi Wall Jumps*. Players are positioned six to eight inches from a wall. Mini jumps are consecutive, rapid, block movements.

Maxi jumps are a full blocking movement with two or three steps of lateral movement. The emphasis is on maximum extension and good blocking form. Goal: Three sets alternate 30 seconds each of mini, maxi jumps and rest.

3. *2-1-2 Jumps*. Players may use the back of a chair or the wall for balance for the leg dips. The first 2 (in the 2-1-2 sequence) represent a good rock from heel to toe (2 foot) maxi jump. The 1 represents a one leg dip (right first then left) to a parallel position. Use chair or wall for balance. The second 2 indicates a repetition of the heel to toe (2 foot) maxi jumps. Goal: 2 sets, 10 repetitions.

4. *Wall Serve Receive*. Mark 30 feet from the wall for the service position. Indicate the net height on the wall and use a modified 15-feet court width. Server plays ball to receiver above net height. Receiver bumps up all serves. Serve and receive from right and left.

Variation 1: After receiver bumps, server sets and receiver drives ball back to wall.

Variation 2: Play out points against wall - individual can bump and set to self.

5. *Reflex Digs*. The digger is 8-10 feet from wall. Thrower or hitter partner stands on chair or table behind the digger.

Thrower plays the ball to the wall directly at the digger or to the right of the digger.

Digger bumps or saves all balls.

These are a few practice patterns involving the main volleyball skills of jumping, serving, digging, return of service and defensive positioning.

If used as a circuit, spend one minute on the 2-1-2's, 2 1/2 minutes on the mini, maxi jumps, designate a certain number of throws for the reflex digs (e.g. 10) per player. Designate number of right and left serves per player (e.g. 5) and end with one minute defensive shuffle per player.

Total time depending on space, number of players, and balls is usually under 10 minutes.

PLANNING VOLLEYBALL PRACTICES FOR MORE EFFECTIVE SKILL DEVELOPMENT

ROBERTA STOKES

Roberta Stokes played USVBA volleyball for several years and has coached volleyball at Miami-Dade Community College, South Campus for seven years. Her teams have won the Florida State Junior College Championship for seven straight years and have placed second in the AIAW National Championship twice and third once. This year she was selected Volleyball Coach of the Year by Lady Champion. In addition to coaching volleyball, she coaches softball and is the assistant athletic director for women. Roberta received her B.S. degree from Florida State University, Tallahassee, and her M.A. from the University of Southern California, Los Angeles.

Importance of Organizing Practices

While most coaches realize the importance of practices to the success of their team, many do not seem to realize that the key to successful practices is planning and organization. By effectively organizing and planning practices, a coach can make certain that each minute, hour, day and week are used wisely. Many coaches achieve more in an hour than others do in a week simply because they take the time to plan. No doubt all coaches feel they need more time with their team, but by developing specific plans for daily practices as well as a seasonal plan a coach can accomplish more in the time available.

Another important reason for having an organized approach to practices is that the players will gain confidence in the coach's ability to help them develop to their full potential and the team to a championship level. Players will gain confidence in the coach when they know that things are well planned and under control. If there is to be success, the little things must count — a little time, a little idea, a little extra effort, a little accomplishment may mean the difference between success and failure.

And, of course, a primary reason for devoting effort and time to planning practices is that the goal of increased skill development is made possible. Every coach recognizes the need to motivate each player to strive for excellence. The players can be motivated into rather remarkable levels of achievement if the practices help them develop pride in their abilities. For the most important factor is the pride the individuals have to go out and do the job to the very best of their ability. Design practice sessions so that players have a chance to succeed, not once, but many times for success builds confidence.

Seasonal Plan

One of the first steps is to establish a seasonal plan for the entire volleyball program. A key to this phase is the identification of specific objectives for the program, for this particular team and for individual players. The purpose of setting goals is that the players and coach can measure their progress toward such goals at various points during the season. Such an approach can give each player a sense of direction — it gives the individual a definite plan for the season so each player will be going somewhere and know the destination.

An essential element is for the coach to list all the things that must be taught during the season in order of importance. It is also extremely beneficial to plan the specific time or percentage of time which is needed on each phase.

When developing this list, the coach must consider the following factors:

1. What talent is there to work with this year?
2. What is needed to improve the team?
3. What are the areas of strength?
4. What are the areas of weakness?
5. What type of offensive and defensive patterns can be utilized with the existing personnel?
6. What is this year's match and tournament schedule (when must the peak be developed?)

In establishing the seasonal plan, most coaches will find that conditioning and individual skills will dominate practice time during the first one-third of the season. Team skills will be emphasized during the middle one-third of the season.

Daily Plan

The key to good practices is organization so that each minute of practice time is spent wisely. The coach must believe that what counts is the successful use of every day of practice. Plan each day's practice with the following points in mind:

1. Determine the exact amount of time to be spent on each phase of the practice — each drill should have a specific time limit.
2. Start and end practices on time. Players will be able to give more mentally and physically to practice when they know the time schedule.
3. Make each practice different. Be certain players are learning something new throughout the season — keep challenging them with new skills and strategies.
4. Use a variety of drills. There are many ways to practice the same skill.
5. Be specific on the purpose and value of each drill. Set up exactly what is to be done in each drill.
6. Make practices fun by firing up your squad with enthusiasm. Consider having free days for doubles, triples, or challenge tourneys or extra scrimmaging.
7. Several repetitive drills should be done in each practice to the point of near fatigue.
8. Evaluate each practice and try to make a note of how it could be improved and how each particular player performed.

There are many ways to organize practices for effective skill development, and there are differing opinions as to the percentage of time which should be spent on each phase of the game. The key factor is that each coach must plan how each day of the season is to be spent. Certainly there will be need to allow for changes in the schedule, but the important thing is to have an overall plan to serve as a guide. Models developed by other coaches can serve as a resource, but ideally coaches will develop plans which suit their individual unique situations.

The coach who is organized and works hard to have meaningful practice sessions will see skill development by players. And, in addition, the players will gain the confidence to achieve, which can only come from having experienced success in practice.

TOTAL TEAM PREPARATION

RUTH NELSON
MARTHA HAWTHORNE

Ruth Nelson, instructor of health and physical education, head volleyball and tennis coach at the University of Houston, received her A.B. degree from the University of Northern Colorado in Greeley and her M.S. from George Williams College in Chicago. She coached the University of Houston volleyball team to a fourth place finish in AIAW National Competition in 1974 and a third in 1975. She was a member of the 1976 USA Olympic team.

Martha Hawthorne, as assistant professor of health and physical education and head women's tennis coach at Northeast Louisiana University, Monroe, received her B.S. and M.S. degrees from Louisiana State University in Baton Rouge. She coached the volleyball team at the University of Houston from 1964 to 1974.

It is late in the first game of a match and your team clings to a slim two-point lead. The opposing team is serving well and your passing has broken down. You quickly decide to send in a substitute — a player you consider to be a good passer in an attempt to stop the other team. The player goes in and makes two poor passes. The game is now tied. You believe that you made a poor coaching decision in sending that player in. Did you?

Often critical points occur in a game or a match that call for a decision by the coach. The situation may involve a change of line-up, a substitution to pass, serve or hit, a switch in your receiving formation resulting in different players handling the ball. The outcome of these and similar incidents may influence others' judgment of you as a *smart coach*. Actually, the outcome is dependent not only on the decision made at that time but the preparation that has taken place in practice sessions preceding that moment. This is what is called *total team preparation*. It is a crucial part in the production of a successful or mediocre team and the development of complete and competent players.

Total team preparation involves many facets of volleyball. Included is the conditioning program, the development of fundamental skills, and the mental preparation given to a player before a match. Too many coaches spend most practice time developing only one or two phases of a player's game. You see the hitter who can't set, the setter who is unable to pass, and the good passer who can neither hit or serve. In many instances, size is used as a reason not to develop a player's total skill. She is too small to block; she is too big to play good defense. The coach who accepts this theory is taking the easy way out and is hurting her team and individual players.

It is the coach's responsibility to develop the total player in order to achieve this concept of total team development. *All* players can be properly conditioned and their basic fundamentals can be improved by a properly planned and conducted practice schedule. Consider one point — how much time is spent in hitting in many practices sessions? It is what most players like to do and what many coaches advocate as it represents the *power aspect* of the game. The wise coach knows that a team's hitters are only as effective as the quality of passing and setting that they receive. *All* players can be trained to pass and set adequately. Again, it calls for extensive practice by the players and assistance by the coach.

In regard to mental preparation, the coach should prepare the players prior to a match of the role they may be called upon to play. In the actual game the coach should *plan ahead* — anticipating the use of certain players and giving them time to prepare physically and mentally before sending them into the game. Consider the player who is suddenly sent in to hit. Other people are warmed up and yet she is abruptly summoned, and expected to perform well — rather unrealistic when all things are considered.

It is the contention of the authors that every member of a team can be prepared in the basic fundamentals of volleyball. They can be properly conditioned so that the effects of fatigue can be minimized during play. They can be mentally prepared to understand their role and importance to the team and sufficiently informed when they are expected to perform. This results in the total preparation of the players. In so doing the coach is performing a service to her individual players and to her team as a whole. The result will be more successful coaching experiences and less of the experiences when a person wonders if the decision was that of a *smart coach*.

SETTER-UP DEFENSE AND TRANSITION TO OFFENSE

PEGGY E. MARTIN

Peggy E. Martin received her B.S. degree in physical education from Indiana University, Bloomington. She was a member of intercollegiate basketball, field hockey and softball teams and received her M.S.P.E. from the University of North Carolina at Greensboro in 1974. She coached volleyball and basketball at Florida Southern College, Lakeland. She played USVBA for the Orlando Suns and was named to the regional all-tournament team. She is presently an instructor in physical education and coaches volleyball and softball at Central Missouri State University in Warrensburg.

The sport volleyball is continuing to spread rapidly throughout the United States. Most of our college and university teams are playing more complicated offenses and defenses. On the high school level, with the initiation of new programs for women and the development of existing ones, teams are utilizing highly technical strategies. Although the skills remain basically the same, team play has become much more involved.

Where do coaches obtain the information to incorporate these strategies into their own team situations? If they are lucky enough to attend a clinic or workshop, they pick up much information from the clinicians. But, in most instances, they employ techniques learned from the many volleyball books on the market today. There are excellent books available.

Unfortunately for many, the players do not fit perfectly into the systems presented in the various books. In the following paragraphs are suggestions for some options for court coverage and attack when employing a six-hitter, two-setter offense. Utilizing basic systems of play, various options are explored which might benefit a team when playing against specific competition. It is hoped that this discussion will initiate creative thinking by readers when determining which systems of play are best for their teams.

First, a definition of the term *setter-up defense* is warranted. In essence, this means that the setter coming off the back row to run the offense will also *stay-up* during defensive play. The setter, then, becomes solely responsible for coverage of the *dink* and balls falling short off her teammates' block. She positions herself behind the block toward the inside of the court — almost diagonally behind the block. From this position the setter should be able to reach balls dinked close to the net toward center court and also on the sideline (Figure 1 illustrates the setter's positioning on a hit coming from the opponents LF; Figures 2 and 3 show the hits coming from the other front row positions.)

The purpose of utilizing a setter-up system involves the mobility of the setter and also the ability of the back row players to move in to cover the dink. Therefore, the advantages of a setter-up defense include coverage of the dink and also an easier transition from defense to offense (i.e. the setter is already up at the net ready to receive the pass and set the spiker).

The disadvantages of this system relate to total court coverage by the defense. Because there are now only two back row players, an area of the back court will remain unguarded. In Figure 1, the spike is coming from the opponent's LF hitter. The right sideline is the weak area of the defensive court in the coverage diagramed. It is up to the blockers to guard the line so that only a lobbed or off-speed hit could be put

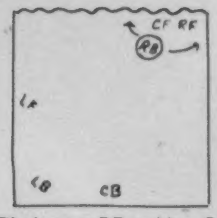


Figure 1. Block set at RF position. Setter circled.

into this area. This allows for the player in the CB position to recover and move into that area to make the initial pass to the setter.

In the coverage diagramed, the line is left intentionally open as many hitters are weak *down the line* hitters. The defense can easily be shifted into covering this area if the problem arises. The CB shifts to a position deep in the right back area directly behind the block. The other back row player continues to defend the power angle. This then, leaves the center back area of the court open and the blockers will attempt to take away the opponent's hit to that area.

When attempting to utilize the defense leaving the line uncovered, it is imperative that the blockers be coached to block the line causing the hitters to spike crosscourt where the defense is strongest. This is especially true early in the contest. Once the opponents realize they cannot hit the line, they will fall into the pattern of continually hitting crosscourt. At this time the defense is able to *cheat* a bit by moving the block in to intercept many of these crosscourt hits. Figure 2 illustrates the defense for a hit coming from the CF position and Figure 3 shows the attack coming from the opponent's RF spiker. Figures 1, 2, and 3 depict the setter in the RB position; player positions and court coverage will remain the same when the setter is coming from the other two back row positions.

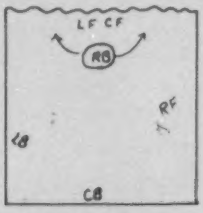


Figure 2. Block at CF. Setter circled

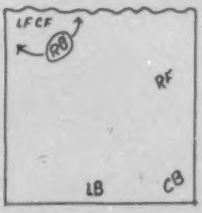


Figure 3. Block at LF. Setter circled

After the hit passes the blockers, the team encounters the transition from defense to offense. The blockers immediately move away from the net in order to make the proper approach to spike. The setter moves to the setting position on the court. The best position for the setter to work from is slightly to the right of center or so many coaches claim. Figure 4 shows this position with a circle. The setter should be facing the left of the court when setting. From this position the setter can pass to the on-hand hitting side of the LF hitter and the CF hitter (assuming they are both right-handed spikers).

When assessing the position of the setter in Figures 1 and 2, it is conceivably easy for the setter to make the transition to offense. She does not have to move very far to be ready to set. It is also not very difficult for the back row players to pass the spiked ball to the setter's area of the court as they are facing that direction.

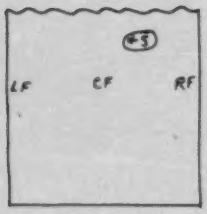


Figure 4. Setter's position circled

In Figure 3, however, with the block set at the left-front position, the setter has quite a distance to travel from the defensive position to the setting or offensive position. The setter must also get there and turn to face in the correct direction. Many times the setter becomes somewhat confused especially if the initial bump from the back court is not an accurate one.

It is often difficult for the back court players to change the direction of ball flight when attempting to pass a hard driven ball. An option for this situation would be to let the players bump in the direction the ball is coming from allowing the setter to set from the left front area of the court (Figure 5). Utilizing this option the setter is attending more to the flight of the oncoming ball and the positioning underneath it than to traveling across the court to a specific spot. Back court players seem to have an easy time adjusting to the idea of bumping the ball back in the direction the spike has come from. With hard hit spikes many less experienced players cannot react in any other way.

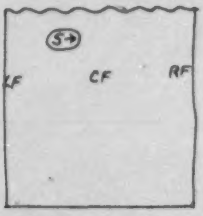


Figure 5. Setter's position circled

This option can also be used by teams with strong left-handed hitters. Most setters set best facing the hitter and this would allow left-handers to get more front sets coming to their on-hand sides. This tactic offers a variation to the offense and is relatively simple to incorporate.

Receiving the serve with four players instead of the traditional five is an option being used by many teams. Figures 6 through 8 illustrate the player positioning for

Figure 6. Service reception. Setter on RB position

Figure 7. Service reception. Setter on CB position

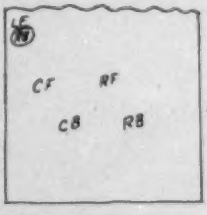


Figure 8. Service reception. Setter on LB position

service reception with the setter in each of the backrow positions. Figures 9 through 14 are different options for player placement in the backcourt. Which formation is chosen will be dependent upon the players and the service strategy of the opponents.

The advantages of this service reception formation, pulling the setter to the net behind a front row player, seem to be numerous while the disadvantages are minimal. For many teams, five players attempting to receive the serve is too congested. Confusion as to who will actually play the ball causes many bad bumps on this initial pass. This is especially true in the centerback area of the court for teams receiving in the *W* formation.

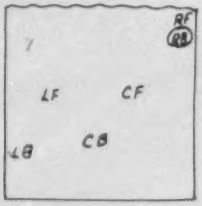


Figure 9. Setter circled. Service reception

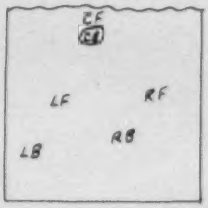


Figure 10.

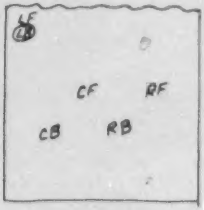


Figure 11.

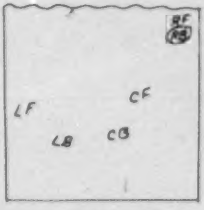


Figure 12. Service reception. Setter circled

Figure 13.

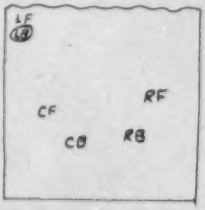


Figure 14.

Another advantage exists in that the setter has less distance to travel to get into position to set. When coming from the back row, the setter causes confusion on the part of the teammates as the setter is forced to travel in a path in front of them as they concentrate on the on-coming serve.

It may be advantageous also, to have a front row player at the net to take any misplaced bumps (i.e. too close to the net for the setter to pass) over the net as the setter, being a back row player, may not play the ball above net level. When utilizing specialization so that certain players play only one position across the front line, it is

often easier to make this shift during the service when one player is already at the net and not attempting to receive the serve.

The disadvantages of this option seem to be twofold: (1) four players must cover the entire court — for some teams an advantage and others a disadvantage; and (2) one hitter is at the net and is not in a good approach position. With daily practice it is felt that these disadvantages disappear and the players easily utilize this reception formation.

In the situation of Figure 9, a team may option to have the setter work from the left side of the court as was discussed previously when the block was set at this position.

Although the coach has much more information concerning the game of volleyball, the coach should never feel the need to stick exactly with the systems described by the experts. With each team there is a need to be somewhat creative in the playing of the game. Many options are available to the coach who should feel the freedom to experiment with these and to explore what works best for the team.

WOMEN'S VOLLEYBALL PERFORMANCE TEST PRELIMINARY NORMS DATA

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Competition on any level should be goal directed. These goals could be intrinsically designed or extrinsic manifestations. They could be immediate in nature or of long term duration. Competition against your peers is one of the strongest driving forces in high level athletics. Performance norms in sports serve as a basis for this competitive outlet.

Performance on competitive sports teams is based primarily in two physical areas: (1) basic motor ability and (2) specific skills development. Skill proficiency is largely dependent on a player's background and experience whereas motor performance is based on innate characteristics. A person with highly developed skills may not be able to compete with another individual simply because of a deficiency in motor abilities. For this reason, motor performance testing serves two primary purposes in sports:

1. A battery of motor performance tests that relates to the movements involved in a sport can effectively screen individuals. No matter how well skilled they are they will be limited in their playing level because of motor performance limitations.
2. A battery of this type can point up deficiencies in a player's movement abilities and can be used to structure individual training programs.

Background of the Study

The purpose of this study was to present preliminary performance profiles for female volleyball players. A battery of tests was developed in the summer of 1974. The tests were chosen to measure specific traits or abilities important to volleyball performance. They were not related to specific volleyball skills. The battery included five anthropometric measures and six motor performance variables:

ANTHROPOMETRIC	MOTOR PERFORMANCE
1. Age	1. Vertical Jump
2. Weight	2. Triple Hop
3. Height	3. Shuttle Run
4. Reach	4. 20-Yard Dash
5. Percent Body Fat	5. Basketball Throw
	6. Queen's College Step Test

A complete description of the test battery is presented in the Appendix along with procedures for administration.

The test battery was initially administered to a sample of 20 girls trying out for the USA Women's Volleyball team in the summer of 1974 (3). Eight of these 20 girls were selected to play on the national team. Seven of these eight were correctly predicted strictly from the test battery. Eleven of the remaining 12 were properly classified by the tests. This 90 percent prediction rate on such a homogeneous sample was encouraging.

The next step in developing the battery was to establish the reliability and validity of the instrument. An initial check on the reliability of the motor performance tests was performed on a sample of 63 high school and college-aged girls in California (1). Multiple trials of the motor performance tests were administered and intraclass reliabilities were estimated. Measurement schedules were established and the reliabilities were found to range from .871 for the 20-yard dash to .975 for the vertical jump. These were deemed highly sufficient for practical administrative purposes.

The third step was to examine the criterion-related validity of the tests. Tentative evidence was offered by the predictive success on the 20 girls mentioned earlier. To expand on this base, the battery was administered to 82 high school and college-aged volleyball players from the Midwest (2). Multiple discriminant analysis was used to classify the players into high, average or low ability groups as determined by raters at the camp. Eighty-nine percent of these girls were properly classified by the test battery. A predictive equation was developed from this administration, but at this time has not been cross validated.

Present Data Analysis

With the background work completed, additional groups were tested in California, Texas and Florida. The addition of these groups brought the total sample size to 335 people from various regions of the United States. These data are presented in this article.

Table 1 presents descriptive information on the entire group. The table shows that the group was highly variable in age and weight. Both of these distributions were also positively skewed which indicates a few extremely high scores. Height and reach were normally distributed while percent fat was again positively skewed. The motor performance tests exhibited varying degrees of deviation from normality which is probably a function of the heterogeneity of the sample.

Table 2 presents the percentile ranks for the sample on the test battery. This table presents the preliminary normative information. Obviously, 335 cases comprise too small a group to establish definite norms, but this group does represent a broad geographic region and includes players from national to novice levels. The scores contained in this table include the entire range of scores for all tested. Information in this table can be used to compare a specific group of players with those already tested or to profile a specific player against the normative group. The test battery itself can be used to classify players quickly into homogeneous groups according to motor abilities or as a diagnostic tool to identify movement deficiencies in players.

Conclusion

The purpose of this study was to present preliminary performance norms for female volleyball players. In order to develop a national scale training effort, similar programs must be developed in the skills area. The data presented in this study is purely descriptive and represents information gathered on 335 female volleyball players. Subsequent studies are planned to expand the data base and to develop a generalized prediction equation for female athletes. Also age group norms will be developed.

Table 1.
Descriptive Data
for
Female Volleyball Players (N = 335)

Variable	Mean	Median	Mode	Standard Deviation	Standard Error	Skewness	Kurtosis	Maximum	Minimum
Age (Mo.)	220.78	214.40	199.00	40.21	2.20	1.74	9.29	474	151
(Lbs.) Weight	135.84	134.00	135.00	18.76	1.03	.44	3.68	204	88
(Inch) Height	66.58	66.53	66.00	3.05	.17	-.09	3.90	77	53
(Inch) Reach	85.72	85.88	87.00	4.03	.22	.12	3.09	98.5	74
Percent Fat	21.37	20.78	14.61	6.66	.36	.75	3.32	48.13	11.18
Heart Rate (Bts/Min)	147.59	147.96	160.00	19.69	1.08	.20	4.01	224	80
Vertical Jump (Inch)	15.12	15.00	13.50	2.84	.16	.36	3.00	24.0	7.5
Triple Hop (Inch)	224.74	223.65	222.90	26.53	1.45	.10	2.88	307.0	144.2
Agility Run (Secs)	9.47	9.40	9.30	.73	.04	.49	3.23	12.23	7.90
Twenty Yd. Dash (Secs)	3.39	3.37	3.20	.25	.01	.73	4.50	4.63	2.83
Basketball Throw (Ft.)	51.12	51.09	51.12	9.68	.53	.05	3.18	82.27	18.00

Table 2.
Percentile Ranks for Volleyball Players

Percentile	Age	Weight	Height	Reach	Heart Rate	% Fat	Vertical Jump	Triple Hop	20 Yard Dash	Agility Run	Basketball Throw
99	474	204	77.0	98.5	80	11.18	24.00	307.00	2.83	7.90	82.27
95	287	166	71.0	92.0	116	12.69	20.00	268.00	3.00	8.30	67.08
90	260	159	70.0	90.5	120	13.50	18.80	260.00	3.08	8.53	63.83
85	252	156	7	89.5	124	14.32	18.00	251.40	3.13	8.75	60.69
80	247	151	69.0	89.0	128	14.81	17.50	247.00	3.17	8.83	58.73
75	242	147	—	88	132	15.51	16.80	243.00	3.20	8.93	57.37
70	236	144	68.0	—	136	16.42	16.30	238.00	3.24	9.03	56.08
65	230	141	—	87.0	—	17.67	16.00	234.80	3.27	9.13	54.85
60	223	137	67.0	—	142	18.45	15.50	230.80	3.30	9.20	53.33
55	218	135	—	86.0	144	19.51	15.30	228.60	3.33	9.30	51.79
50	214	133	66.00	85.5	—	20.70	14.90	223.40	3.36	9.40	51.00
45	208	131	—	—	150	21.57	14.50	221.20	3.40	9.47	50.06
40	203	129	65.5	84.5	152	22.25	14.00	217.40	3.43	9.57	48.96
35	200	127	65.0	—	154	23.50	13.70	213.40	3.46	9.67	47.43
30	198	125	—	83.0	158	24.41	13.30	209.80	3.48	9.80	46.40
25	195	124	64.5	—	—	25.82	13.00	204.80	3.53	9.93	44.58
20	191	121	63.5	82.0	162	26.68	12.50	200.60	3.57	10.07	42.58
15	187	119	63.0	81.0	166	28.47	12.00	196.40	3.62	10.20	40.96
10	178	112	62.5	80.0	170	30.61	11.30	191.80	3.70	10.40	38.42
5	166	106	61.0	79.0	176	33.53	10.80	182.60	3.80	10.77	35.67

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APPENDIX
Volleyball Performance Test Battery

Objectives: Primary objective of this battery of tests is to measure basic components of human motor performance important to volleyball. Results of this test battery may be used to develop player profiles and/or discriminate among players' performance capacities.

Test Battery

1. Vertical Jump - to mark leg power
2. Triple Hop - to mark leg power and coordination
3. Shuttle Run - to mark agility
4. Twenty-Yard Dash - to mark speed
5. Basketball Throw - to mark arm power
6. Queen's College Step Test - to mark aerobic capacity

Anthropometric Measures

1. Age - to nearest month
2. Weight - to nearest pound
3. Height - to nearest inch
4. Reach - to nearest inch
5. Percent Body Fat - estimated from skinfolds

Procedures

Order of Administration

1. Queen's College Step Test (administrator and two to three recorders)
   a) Equipment cassette tape recorder
      stepping tape
      bleacher height benches
   b) Instructions - Be sure you are familiar with tape and know when to stop it.
2. Skin Folds (may be collected at any time during the testing process — important that same person takes all folds)
   (administrator and recorder)
   a) Equipment - Skin fold caliber
   b) Instructions - Subjects stand in stride position, weight supported on left foot. Take first fold at mid-thigh position of right leg. Take second fold at suprailiac crest. Three independent folds should be taken at each site and the

average recorded. This can then be converted to percent body fat from the material that will follow.

3. Vertical Jump (administrator and recorder)
   a) Equipment - Strip of tape calibrated in inches (adjust to characteristics of subjects involved, should run from 5 to 10 feet at least)
   b) Instructions - First measure height with subject standing with back to the wall.

      Measure reach with dominant arm only in complete extension above the head (be sure to instruct subjects to flex trunk to gain complete extension).

      Finally administer 3 trials of the jump. Subjects should stand facing parallel to the wall with dominant arm closest to wall. They should be a comfortable distance from the wall and tape so that their jump is not restricted. They must jump from a standing position using a two-foot take-off. They are allowed *no* approach, but may rock on their heels. They should pause several seconds between trials to avoid repeat jumps. The trials should be administered consecutively and recorded to the nearest inch. (It is helpful if recorder stands on chair.)
4. Triple Hop (administrator and recorder)
   a) Equipment - Tape calibrated in inches
   b) Instructions - Subjects should be tested in groups of four to eight so there is a short rest period between each jump. The subjects perform five trials of this test. The test consists of three successive two-foot hops in rhythmical fashion (standing broad jump techniques). If the subject falls backwards or uses one foot take-offs, additional trials should be administered until five good trials have been completed. Score is recorded to nearest inch.
5. Agility Run (administrator, recorder, one to two timers)
   a) Equipment - stop watches
   b) Course - 15-foot course marked with foot long strips of tape on each side
   c) Instructions - Test can be run in pairs in which case two stop watches are needed. Four to eight people in a group. Subject stands in a low defensive position with feet parallel to the line of the course. On "go," the subject traverses the course six times as rapidly as possible. Each time she comes to the tape she must touch the tape with her feet and the floor beyond with her hand. The timers should be instructed to start on the subject's first movement, not on the "go" command. Five trials of this test are administered. Time is recorded to the nearest 1/10 of a second.
6. 20-Yard Dash (administrator, recorder, one to three timers)
   a) Equipment - stop watches
   b) Instructions - Subjects may run in as large a group as feasible. Groups of two or three are probably best. If four to eight people are tested at once and run in heats, sufficient rest is obtained. Subjects use a standing two-foot take-off. The commands are "Ready" - "Go." The watches should not begin until the subject moves and time is recorded to the nearest second. Three trials are administered.
7. Basketball Throw (administrator, recorder, shagger)
   a) Equipment - 2 basketballs
      100-foot long cloth tape measure (or substitute)
      5 masking tape markers (#1-5)
   b) Instructions - Five successive throws are awarded and marked with markers (in order). The throws must be made with both feet parallel to restraining

line. The subjects may not take a step to throw, but may follow through by stepping over the line after the throw. After the throws are completed, they are all measured to the nearest 1/12 of a foot.

Comments

The test should be administered when girls are in a rested state as maximum effort is extremely important. Clipboards and pencils should be supplied to each station. Timers, administrators, recorders and shaggers should be well trained.

YOU ARE WHAT YOU EAT!

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Yes! You are what you eat and yes — what you eat may affect the way you play volleyball. We now know that if an athlete is not receiving adequate nourishment, no matter how sophisticated the coach's training techniques, optimal training results will never be realized. Consequently, coaches need to be cognizant of the nutritional needs of their athletes. Unfortunately, what coaches fail to realize is that athletes, especially teenage athletes, are in real jeopardy of receiving inadequate nourishment. Their dietary habits are usually less than adequate. Skipping meals, irregular meals, empty calories and high carbohydrate diets are all common practices; these are the very practices which can have an adverse influence on the performance.

Skipping meals, especially breakfast, will cause the athlete to show signs of both mental and physical fatigue caused by a low blood sugar level. Thus, the athlete will have difficulty concentrating and performing in classes and during the practice session. Irregular meals may mean that athletes are not eating balanced or nutritionally satisfying meals. Additionally, traditional high sugar snacks pose a whole host of nutritional problems. They provide empty calories which add weight without nutritional benefits. They may further compound the problem of maintaining an optimal blood sugar level by raising it only to bring it crashing down 30 to 40 minutes later.

Furthermore, while high carbohydrate diets, because of their energy supplying properties, have a place in the pre-game diet, it is erroneous to assume that a high carbohydrate diet should be used throughout the season. Such a practice may very well lead to deficiencies in the B complex vitamins. This is because the absorption of carbohydrate from the digestive tract requires several of the B vitamins. Most carbohydrate foods contain B vitamins and therefore serve as a replacement source for the B vitamins used during absorption. *Sugar* foods and snacks, however, are notoriously void of vitamins. Consequently, eating sugar foods may severely deplete the body's vitamin B levels. Such a depletion is damaging for the athlete since the B vitamins are so vital to energy metabolism. To prevent a deficiency in thiamine, riboflavin, niacin, vitamin B-12, and other B vitamins, the coach should emphasize maximizing the natural sources of these vitamins. Such sources include meats, milk, eggs, legumes, green vegetables, whole grain breads and cereals.

In addition, iron deficiencies in teenagers, particularly female athletes, are not uncommon. Good sources of iron include: eggs, lean meats, nuts, dried fruits, whole grains, raisins and dark molasses. In fact, many physicians suggest that female athletes supplement their diets with ferrous sulfate or ferrous fumarate tablets. The ferric form of iron is not as desirable since it is not readily absorbed.

The coach can help to ensure that the players are eating appropriately by providing them with educational information and tools for assessing the utilization of this information. Table 1 presents an example of the type of information which should be made available to the athlete. The coach may stress the concepts of a well-balanced diet by stipulating that the athlete's diet contain a specified number of carbohydrate, protein and fat servings. (See Table 2.) Remember, the concept of a balanced diet should be stressed because many athletes mistakenly emphasize carbohydrates in their diets as if every meal is a pre-game meal.

Special attention should also be given to providing information concerning snack selection, since snacks can be so important to the young athlete. They supplement the diet, divide the time between meals, fulfill nutritional requirements, and reduce the amount eaten during meals. Snacks which provide energy and high-quality proteins, vitamins and minerals are particularly desirable. Examples include: Brazil nuts, peanuts, peanut butter, sunflower seeds, cottage cheese, yogurt, fruits, raisins, fruit juices, and milk shakes. Snacks which should be avoided and not substituted for food groups are carbonated beverages, soft drinks, coffee, tea, sugars and candy.

The coach may check periodically on the nutritional merit of a player's diet by having the player maintain a dietary diary as in Table 2. Have the player:

1. Record the daily food quantities in the appropriate food groups column.
2. At the end of the day total each column.
3. Compare her totals to the minimum goals and determine which foods need to be added or deleted.

The sample chart in Table 2 is for approximately 2,700 calories. The goals depicted are minimal except for those cited in the bread and butter groups. A coach desiring to reduce the amount of calories consumed should do so by eliminating servings from those groups.

Even though one is indeed what one eats, there are no special foods that will convert a normal, healthy volleyball player into a star. Likewise there are no short cuts for satisfying nutritional needs. This means that the coach and player must work together to ensure that dietary deficiencies do not hamper the athlete's performance. This can only be accomplished by setting dietary goals and continuingly monitoring progress toward these goals.

Table 1: Food Groups for Balanced Nutrition

Milk – May use whole or skim fresh milk, evaporated milk, dried milk (whole or skim), buttermilk, or fermented milk like yogurt. Milk allowance may be used in cooked dishes (cream soups, sauces, custard). May take some form of cheese or ice cream.

Meat – Use red meats, fish, poultry, or shellfish interchangeably; meats such as liver, should be used occasionally. Meat substitutes are: 2 eggs, 1 cup cooked or canned dried beans or peas, or 4 tablespoons peanut butter.

Vegetables – Green and yellow can be freely substituted within the group; can also use yellow fruits, such as apricots or peaches. Dark green, leafy vegetables are much richer in vitamin A, iron, B vitamins, vitamin C.

Fruits – Citrus fruits or tomatoes. Any other rich source of vitamin C may be substituted for this spot in the diet–cantaloupe, fresh strawberries, green or red peppers, cabbage. Other fruits (fresh, canned, frozen, or dried) may be used interchangeably.

Breads and Cereals – A food made from one cereal grain may be substituted for another (cornmeal mush for oatmeal) but a food made from highly milled grain is not a substitute for a whole-grain product.

Potatoes – It is not essential that potatoes be included in the daily diet, but if they are used remember they are starchy vegetables.

Table 2: Dietary Diary

Meal	Milk (Cups)	Meat Group 3 oz. serving	Green Yellow Veg. ½ cup serving	Citrus Fruits 1/8 cup serving	Other Fruits & Veg. ½ cup serving	Bread Groups & Subs 1 slice serving	Butter, Marg. or Fat 1 tsp. serving	Snacks	Water (Cups)
Breakfast									
Mid-morning Snack									
Lunch									
Afternoon Snack									
Dinner									
Evening Snack									
Serving Totals									
Minimum Goals Based on 2,700 calories	4 cups	5 ozs.	1 serving ½ oz.	1 serving ½ cup	3 servings 1½ cups	16 servings	10 tsps.	1 serving (small)	8 cups
Goal Achieved	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No

Foods to add:

Foods to cut down on:

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HUMANISTIC VOLLEYBALL

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As a reaction to an increasing technological society, many educators feel that schools must realize each student is entitled to self-education: development of values, self-awareness, self-esteem, self-understanding and self-actualization. In an educational environment that teaches only about society as it is, students will be more apt to develop what Alvin Toffler, among others, has identified as *future shock*. Shock occurs when individuals discover they have not been adequately prepared to cope and change along with society. They cannot function within the newly developed society.

Humanistic education is a way to prepare students, not for what *will* be in the future (no one can decide what will be), but for change that will occur. Humanism offers the student the opportunity to develop the ability to: feel good and positive about the self, be able to cope with change, be able to make decisions about her/his life and live with whatever consequences result from those decisions.

Humanistic education in physical education has come about through individual sports and self-testing activities. Movement education is another philosophy of presenting skills through a more individualized and humanistic approach, although little has been discussed about the humanizing of a team sport situation such as volleyball. If the goal of the physical educator is to offer volleyball skills for lifetime enjoyment, then it is necessary to follow a humanistic model and develop a humanistic environment. In this way, the student not only learns about volleyball, but also makes decisions about what she/he is to learn and begins the lifelong process of continuous self-education. The student and teacher together develop trust and understanding for one another in the learning situation so that both come to realize the importance of the self, and both are able to make positive decisions about the learning environment.

The Teacher

Attempting to humanize the volleyball class is not an easy task. The teacher must first analyze the self. Attitudes, values and philosophies about education in general and about physical education within the framework of the school must be identified. The teacher must be comfortable with her/his own self-worth to allow the student freedom to develop as a functioning and unique individual. If the teacher finds that she/he is not committed to the concept of developing each student as a unique individual (i.e. a decision-maker responsible for her/his actions and an individual striving toward self-actualization), then setting the classroom environment as an attempt to humanize the situation becomes futile. The teacher must believe in the philosophy of humanistic education before any attempt is made with the class.

Several questions a teacher can pose when identifying a personal philosophical base are included below.

1. Do I feel comfortable with myself; do I display that feeling to my students?
2. Can I trust my students to develop their own goals and follow through with them?

3. Do I feel that if I attempt humanism that my students will try to find an *easy way out*?
4. Where am I on a continuum of self-actualization?
5. Do I view my students as a unit, or is each student a unique personality to me?
6. How do my students perceive me?

The teacher as facilitator of knowledge must redefine the role that is traditionally accepted as teacher. No longer does one become a helper who with the student finds ways to discover knowledge.

The Student

The student in the humanistic volleyball environment must first be willing to accept the responsibility for her/his own education. Many times students blame the teacher, the course, the tests, etc. for failure, but if the student realizes that the true responsibility for learning is with the self then efforts to humanize relationships with other students and the teacher can begin.

Another responsibility a student must accept is the task of asking and answering the question: Who am I? Discovery about the self can be a painful task if one tries in any way to be objective. It is a lifelong process of examining and redefining one's self, with an essential basic core that each individual realizes in order to say I AM! The teacher can be instrumental in helping the student answer such questions.

An added responsibility each student must accept is the development of personal needs and goals within the framework of the volleyball class. As the student grows and comes to know more about the self, then such needs and goals might change. Each student should, with the teacher, identify personal needs and articulate general and specific goals. Needs might be stated within the affective domain, whereas goals should also include both the cognitive and psychomotor domains. As an example the student may state needs and goals as follows:

General Goals	*Specific Goals*
To develop general physical fitness	To effectively set the ball
To learn to play volleyball	To execute a successful spike
To make new friends	i.e. one which the opponent cannot return
	To learn three ways to serve

Needs

To feel good about myself in movement
To be more outgoing
To have a more positive outlook on life

The Learning Environment

The learning environment is the actual class situation. It involves the presentation of material, class regulations, leadership roles, class structure, the physical environment, student-teacher relationships and evaluation. Some of the learning environment is pre-determined by the total framework of the school; other aspects of the environment are controlled by the individuals within the specific environment.

The method by which it is decided to learn volleyball is important — by class decision or through the school's elective program. The basic educational framework has been set, indicating that there are certain skills to be learned and rules to be followed in order to play a game called volleyball. The teacher and students can identify those skills and rules through several methods: lecture-demonstration by the

teacher (least desirable); observation of a volleyball game played by a skilled group; reading of rules, articles and books about volleyball; and review of films and film loops.

Together the teacher and students assume joint leadership and responsibility for the class and determine rules and regulations, manner of dress, attendance, conduct and grading procedures. Then the teacher as facilitator of knowledge must help each student identify the processes by which she/he chooses to learn volleyball. Some students may wish to seek a movement approach to learning skills, others may wish to read and execute the exact skill, and still others may want to observe and practice. There must be many varied opportunities to learn within the environment, and there must be support from the teacher for whatever method each student decides to use. Stations can be set up so that the student may learn according to her/his individual rate. Rules, articles and books may be displayed at one station, films and loop films at another, self-testing activities at another, game play at still another. The structure should be pre-determined cooperatively by the teacher and students.

The teacher as facilitator of knowledge must be free to circulate, to help individuals or groups of students. Encouragement, knowledge, interest and trust should be offered by the teacher to each student. Presentation of the true self to the students is of prime importance and it is necessary to discuss feelings, values and attitudes with students in an atmosphere which the student knows is free of judgment.

Evaluation processes must ultimately be decided by each individual student. If the teacher is to remain free of judgment then the role the teacher must assume in evaluation is that of an interested helper. Examination of personal needs and goals set for the class, attainment of those goals, satisfaction of the needs and the amount of growth experienced by the student are important factors to consider. The final evaluation should be stated in an open-ended manner, indicating the philosophy of on-going education.

There are many ways students may wish to demonstrate knowledge about volleyball and the teacher must allow the student the freedom and responsibility to pursue individual interests. Students may wish to demonstrate and evaluate their knowledge and skills several ways:

1. Officiate a volleyball game.
2. Take a written test.
3. Develop a new game using volleyball skills.
4. Have peers/teacher/self evaluate knowledges and skills.
5. Play a volleyball game without many penalties called on the individual.
6. Write a report.
7. Investigate alternative volleyball games.

Conclusion

A few ways have been offered to humanize the volleyball class. Specific criteria cannot be set, for each situation is different with varied individual interests, personalities, needs and goals. It is suggested that at first bits and pieces are tried; students not accustomed to total freedom within the class sometimes are uncomfortable. Together, students and teacher can become more humanistic, open and free. One must realize that of prime importance within the humanistic educational environment are the attitudes, values and beliefs of the teacher for a helping relationship that fosters development of self-actualization in every individual. Have fun discovering yourself and your students!

THE CASE AGAINST THE OVERLOADED COURT

EUGENIA KRIEBEL

Eugenia Kriebel is assistant professor of physical education at Butler University, Indianapolis, Indiana. She received her B.A. degree from Slippery Rock State College, Slippery Rock, Pennsylvania, and her M.S. at Purdue University, LaFayette, Indiana. At Butler she teaches service classes and coaches the women's volleyball team. She served two years on the State Volleyball Tournament Advisory Board and is a member of the Indiana Women's Intercollegiate Sports Organization Commission.

Physical educators must be concerned that volleyball skills are often not being *taught* in the public school systems. Of course, adaptations are necessary because of space availability and class size, but what is accomplished by placing 12 to 20 students on one side of a volleyball net? Those who want to hit the ball will do so no matter what their position and the others will stand, paying very little attention, no matter what their position. Students get turned off very quickly to a specific activity if they cannot perform well. Our job as physical educators is to increase the chances of success while teaching proper form and technique. This helps the student to want to continue participation throughout a lifetime. It is also much easier to teach skills correctly in the first place than to replace old habits with proper technique. It is hoped that the following suggestions will aid in solving the problems of the overloaded court.

An accurate, consistent serve is a necessity for scoring. It is still common (unfortunately) to find participants who think a re-serve is awarded if the ball hits the net and goes over when served! This rule was perhaps intended to increase chances for success, but often only slows the pace of the game. It seems reasonable to allow the server to move closer to the net since the difficulty is most likely the distance to the net in combination with net height. Practicing the correct technique and thus improving strength are most important. As strength and consistency develop, the server can move back to the service line. This allows success for the server and more play for all.

For beginners of elementary age, use a larger lightweight ball. This will provide a slower projectile which is easier to track and also allows more time for correct positioning. This larger ball increases chances of contact, thus allowing for success with less accuracy and skill than would be required with the regulation size ball.

A good possibility for any age level with beginning and intermediate skills is to use badminton courts. Smaller court size and lower net make sense for smaller participants. Four badminton courts can fit in the same space as two volleyball courts and their outside boundaries thus accommodate four teams of six. With six on the court, skills of setting and spiking now have a better chance of being used. Because of the lower net, the basic skill of spiking can be learned more readily *without* the timing of the approach and jump to meet the ball in the air above the net. This is a good beginning point since all skills can now be included with most participants successful in their early attempts.

Ready position and movement to the ball are certainly not necessary on the overloaded courts since the only ball that is yours will hit you. With six players on a team these two important aspects of the game take their rightful place. Now it is possible to teach correct positioning, court coverage responsibilities, and team

strategies. These students can then relate to more advanced levels of volleyball they may see from time to time.

As promoters of vigorous physical activity, physical educators ought to arrange activity so that more people are assured of that opportunity. This is possible by playing regulation volleyball even if only one or two balls and one court are available. This means that each set of two teams may only play 10 minutes out of the class period, but those minutes will include more activity than 30 minutes with 15 or so on the court per team. Those not actively participating can be scoring, timing, coaching, refereeing, analyzing skills and strategies or acting as time judges. Each student should be involved for an entire class period of learning about volleyball.

Volleyball played this way should provide maximum activity with a good deal of assured success in skills, positioning and strategies. More important, volleyball will become the active game it is intended to be and many will quickly learn to love the game.

OFFICIALS — SHOULD YOU BE SUED FOR MALSERVICE?

MELVA IRVIN

Melva Irvin holds a current NAGWS rating in volleyball and has officiated at all levels mentioned in the article. She has taught volleyball and basketball officiating at the college level for eight years. She has served as OSA Coordinator for Central California and is presently OSA Coordinator for California. She received her B.A. from the University of Northern Colorado at Greeley, M.S. from the Pennsylvania State University in University Park, and Ph.D. from the University of Utah in Salt Lake City. She is currently an assistant professor at California State University at Fresno.

YES! Too often an official paid to officiate an athletic event for women fails to provide the service expected. Quite often, the fee that the official receives is much higher than the service given. The competitive experiences for women have gone beyond the punch and cookies era; it is time that all of the officials also go beyond the beginning stage. Within the last two years as an official, there have been other officials at the high school, community college, university, and national intercollegiate levels who have embarrassed me. Their uniforms were improper, their signals were sloppy, and their knowledge of the rules rather questionable. It is a must that anyone — be it man or woman — who is paid to officiate a competitive event for women realize that officiating is a professional job.

As a member of the officiating profession, one must help establish some method of evaluating and eliminating the weaker officials. The National Rating Team will function to differentiate between the *better* and *best* officials. But what about the officials below the higher echelon? As an official, wouldn't you feel better if you knew that all members of your profession were trying to improve the image of officials by appearing on the court as officials and by being responsible for controlling the game and the conduct of the players, coaches and spectators?

If you are interested in improving the profession, what can you do about it? First of all, be proud that you are an official! Legally, to the best of my knowledge, you cannot be sued for malservice — yet, but why take the chance?

Appearance

Before you arrive to officiate any competitive event, make certain that you have the proper uniform and that it is clean (including the shoes), free of wrinkles and fits your body properly. Look at yourself in a mirror and envision the view that players, coaches and spectators have when you are on the volleyball stand. Sometimes the view is rather revealing! Consider how you look if you are sitting in the stands of a tournament observing a match being played between your scheduled matches. Do you sit in your uniform making comments about the officials on the court *or* do you sit in street clothes as an observer, not as an official? The second description definitely helps improve the image of officials. How many men's competitive events have you attended where the male officials wore their uniforms while sitting in the stands? What can you to do improve the image and appearance of officials?

Rules and Techniques

Each rule book establishes the rules and the techniques for officiating that specific sport. Know what they are and use them. In the past there have been officials who were officiating matches being played under the NAGWS rules, but the officials were using the USBVA techniques while still other officials were using Federation rules and NAGWS techniques. There is no excuse for such actions. If you are being paid to do the job, it is important that it is done correctly.

Controlling the Game

Very few officials will win a popularity contest but then, they are not trying to win one. It is important that you call the game as you see it according to the official rules, not according to how the crowd sees it. Officiating would become easier if all officials would control players and coaches more closely by penalizing the first act of unsportsmanlike conduct. Too often officials seem to think they can wait until it happens again. The future games would be much easier for any official to control if there were no next times before the first call. What can *you* do to improve the atmosphere in the future?

Personal Checklist

Prior to officiating any event ask yourself the following questions:

1. Do I know the most recent rules and interpretations for this sport?
2. Have I up-dated my techniques of officiating to be used with this set of rules?
3. Am I capable øf doing my best job?
4. Do I look like the most able and competent official available?

After each officiating job ask yourself, "What can I do to improve my officiating for the next time?"

Conclusions

Officials cannot afford not to keep up with the growing pace of competition for women. The fees are getting to be too high for schools to afford slovenly done jobs. There are good officials, but there can and needs to be more. Push your local organization to formulate evaluative procedures to be used during the season. If any officials continually do a poor job, see that they are no longer assigned or make some arrangements for them to officiate without compensation until improvement is shown. Stop letting people pass for officials just because they fill a spot on the floor. Do something or *you* may be one of the first to be sued for malservice.

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VOLLEYBALL AUDIOVISUAL AIDS

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Beginning Volleyball. Four slide-film units in color. Sale only: si., $36.70; sd., (two 33 1/3 recordings) $42.30. Accompanying instructors' guide. Society for Visual Education, 1345 Diversey Parkway, Chicago, IL 60614.

UNIT I: The Game. Introduces game with a brief history and development of sport, court and equipment specifications, and a review of simple rules, demonstrating some playing fundamentals.

UNIT II: The Pass. Demonstrates the chest pass, dig pass, underhand pass, and fist recovery and stresses importance of directing ball well on the set pass.

UNIT III: The Serve. Presents underhand and overhand methods of serving the ball with description of the mechanics.

UNIT IV: The Attack. Spike presented as the attack in game play. Mechanics of the spike and examples of its strategic use in game play are demonstrated by men players.

National USVBA Championships (1971). Rental $25. Harold W. Buckner, YMCA, 737 E. 2nd Street, Salt Lake City, UT 84102. Videotape of final matches showing one hour of men's play and one half hour of women's play. Suitable for programs, clinics or TV promotions. Two-inch videotape.

Power Volleyball. Super 8 or Kodak cartridges. Series of five loopfilms. The serve, the underhand pass, the set, the spike, and the Japanese roll — the block. $22.95 each. AAHPER, 1201 16th St., N.W., Washington, D.C. 20036. Consultants are Jim Coleman, Harlan Cohen and John Lowell. Demonstrators are Pan American Games and US Olympic Volleyball Team Members.

Volleyball. Super 8 cartridges. Series of six loopfilms. Sale only $24.95 each, $49.70 per set. Ealing Corporation, 2225 Massachusetts Ave., Cambridge, MA 02140. Collegiate All-Americans demonstrate, providing comprehensive analysis of basic skills for either competitive or recreational volleyball. Slow motion analysis and freeze focus at critical learning periods.

Women's Power Volleyball. Super 8 or Kodak cartridges. Series of seven loopfilms; overhand floating serve — overhand spin serve, roundhouse floating serve, the forearm pass, the set-back set, the spike, the Japanese roll, the dive, single blocking — double blocking. $22.95 each. AAHPER, 1201 16th St., N.W., Washington, D.C. 20036. Consultant is Jim Coleman. Demonstrators are: E Pluribus Unum Team Members, Houston, Texas, and 1973 AAU and USVBA National Women's Volleyball Champions.

Technique Charts

Pictorial Volleyball. A series of 26 8 1/2 x 11 photographs showing volleyball skills and positioning with printed descriptions of mechanics. Sale $1 per set with discounts on bulk orders of 10 or more. Creative Editorial Service, P.O. Box 2244, Hollywood, CA 90028. Black and white photographs present clear, sequential shots of a girl performing underhand serve, overhand serve, chest pass, dig pass, set-up spike and dink. Also five illustrations of girls' team play, including the position of readiness; the first, second, and third contact with the ball; and a successful spike. Pictures are suitable for bulletin board displays or as teaching aids for secondary level students.

NATIONAL COACHES COUNCIL

The National Coaches Council was formed by the NAGWS to:

(1) provide a channel of direct communication among coaches at all educational levels
(2) assist in the formulation and dissemination of guiding principles, standards and policies for conducting competitive sports programs for girls and women
(3) keep members informed of current coaching techniques and trends
(4) sponsor clinics and conferences in sports and coaching skills
(5) provide input from coaches to USCSC sports committees and representative assembly
(6) promote cooperative efforts with other sports-centered organizations
(7) provide a united body for positive political action in the realm of girls' and women's athletics.

Academies for 10 sports have been established. (Note the application blank for specific listings). Membership in each Academy is open to any coach of girls' of women's sports or any interested person. Annual dues for AAHPER members are $10.00 per Academy. Non-AAHPER members pay $20.00 annually for membership in one sport Academy and $10.00 for each additional Academy membership desired. The $10.00 non-membership fee may be applied at any time toward AAHPER membership.

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NAGWS SPORTS GUIDES COMMITTEES
INTEREST INDICATOR

The NAGWS Sport Guide Committee is endeavoring to broaden its base of personnel and to strengthen services to *Guide* readers. The purpose of this form is to offer readers an opportunity to join us in meeting this need. Please complete this form and send it to the Associate Guide Coordinator, Geri Polvino, Eastern Kentucky University, Richmond, KY 40475.

Name _____

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1. Check the Sport Committee(s) which would be of interest to you:

__ Aquatics	__ Fencing	__ Soccer
__ Archery	__ Field Hockey	__ Softball
__ Badminton	__ Flag Football	__ Speedball
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__ Competitive Swimming	__ Lacrosse	__ Team Handball
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   Possible topic or title _____
4. Can you suggest topics for articles which you would like to have included in future *Guides*? (Please indicate sport.) _____
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5. Are there others whom you would recommend for consideration as possible committee members or authors? Please indicate below. (Use additional paper, if necessary.)

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